

# English Home Language Grade 1

**By:**

Siyavula Uploaders



# English Home Language Grade 1

**By:**

Siyavula Uploaders

**Online:**

< <http://cnx.org/content/col11115/1.1/> >

**C O N N E X I O N S**

Rice University, Houston, Texas

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# Chapter 1

## Term 1

### 1.1 Chapter 1: Here come the Wops!<sup>1</sup>

#### 1.1.1 ENGLISH HOME LANGUAGE

#### 1.1.2 The Wops are here

#### 1.1.3 EDUCATOR SECTION

#### 1.1.4 Memorandum

##### 1.1.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m22997/1.1/>>.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
<i>continued on next page</i>					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					

8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

Table 1.1

#### 1.1.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.1.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.



1.1.5 LEANER SECTION

1.1.6 Content

1.1.6.1 Chapter 1: Here come the Wops!

Today you are going to meet the Wops. Who are they? Look at the cover picture and tell me what you think they look like? Where do you think they live?

This is the story of Willy Wop! Willy Wop is a tiny little boy, as tall as my knee. He lives with all the other Wops in the forest. A Wop looks a little like a child, a little like an elf and a little like a troll. Willy Wop has a round, fat little tummy and short little legs. With these short little legs he travels as fast as the wind on his scooter made from a piece of wood. Willy Wop is the fastest of all the Wops.

Daddy Wop can do anything. He is clever and can make the most wonderful toys. Mummy Wop bakes the nicest cookies and at night she tells the most wonderful stories. She always tells Willy a story before he goes to sleep. Willie Wop loves his daddy and mummy very much. They are very special to him.

Willy is seven years old. He can fasten his shoelaces and he is allowed to travel on Mr Mole’s underground train. Willy collects little red stones, which he finds along the banks of the river. They are very scarce and you have to look very carefully otherwise you will not see them. Because he is allowed to travel on the underground train, he has found quite a number of stones.

He has a brother and sister who are ten years old. Sam and Terry are twins and they play the nicest games. When Willy Wop was much younger, Sam and Terry did not want him to join them in their games. Now that he is older, he is allowed to join in their fun. He plays hide and seek with them and they all play together on the jungle gym. Baby Wop is only one year old. She is beginning to walk now but she can’t climb the rope ladder to their tree house. Daddy and Mummy have to help her. Willy Wop loves his family very much and he often wishes that he could be seven years old for the rest of his life.

- Now let’s see who listened carefully.

LO 1.3	
--------	--

Table 1.2



**Figure 1.1**

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**Figure 1.2**

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LO 2.2	
--------	--

**Table 1.3**



Figure 1.3

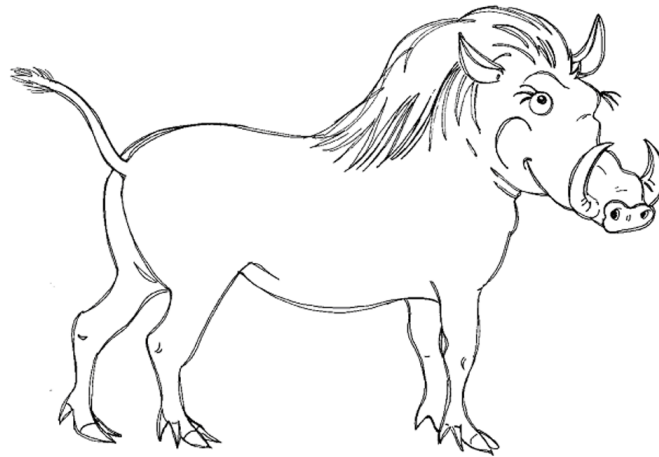


Figure 1.4

Table 1.4

### 1.1.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.2:** We know this when the learner communicates ideas using interesting descriptions and action words.

## 1.2 Chapter 1: Here come the Wops! 02<sup>2</sup>

### 1.2.1 ENGLISH HOME LANGUAGE

#### 1.2.2 The Wops are here

### 1.2.3 EDUCATOR SECTION

#### 1.2.4 Memorandum

##### 1.2.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
<i>continued on next page</i>					

<sup>2</sup>This content is available online at <<http://cnx.org/content/m23000/1.1/>>.

	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
<i>continued on next page</i>					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					



8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

Table 1.5

#### 1.2.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.2.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.

#### 1.2.5 LEARNER SECTION

##### 1.2.6 Content

- I can read and draw.

Daddy builds a tree house.  
 Mummy cooks the food.  
 Willy Wops lives in the forest.  
 Baby sleeps in her bed.

LO 3.4.1	
----------	--

**Table 1.6**

- A poem to "read", talk about and decorate.

All about Me

Where are my ears  
 The bird's song to hear?  
 Where are my eyes  
 To see the sun rise?  
 Where is my nose  
 To smell the red rose?  
 Where is my mouth  
 So rosy and red?  
 Guard it and zip it  
 Against bad things said.

- Draw a picture.

LO 1.3	
LO 2.3	
LO 3.4.1	

**Table 1.7**

- I can draw Willy Wops.



Figure 1.5

- I can draw these shapes.

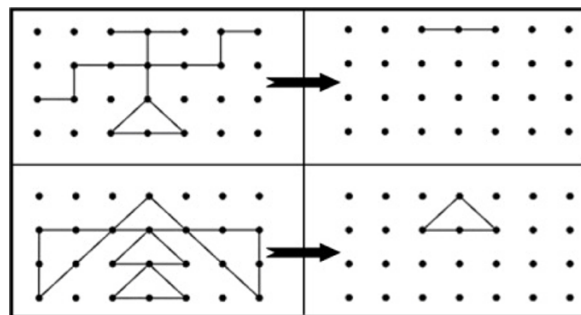


Figure 1.6

LO 5.2.3	
----------	--

Table 1.8

### 1.2.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.3:** We know this when the learner sings, recites, acts out and mimes songs, poems and rhymes;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes.

## 1.3 Chapter 2: The Tree House<sup>3</sup>

### 1.3.1 ENGLISH HOME LANGUAGE

### 1.3.2 The Wops are here

### 1.3.3 EDUCATOR SECTION

### 1.3.4 Memorandum

#### 1.3.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

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Time scheduled for the modules 1 to 8

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	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
<i>continued on next page</i>					

<sup>3</sup>This content is available online at <<http://cnx.org/content/m23004/1.1/>>.

	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
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3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
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6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					



8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

Table 1.9

#### 1.3.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.3.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.

Educator questions the learners.

- It is important for them to memorise the way to Willy's house in correct sequence, as the next activity for them to do is to place the pictures in the right order.
- The learners use their completed pages to re-tell the way to the Wops.

### Educator's page

- The picture of the Wops in the forest can now be discussed in detail.
- The teacher will ask the learners leading questions, e.g. Who do you see in the forest? What are they doing? What do you think Willy is like? What does Mummy like doing? etc.

### Problem-solving group work

- Learners are divided into groups of  $\pm 6$  with a group-leader.
- The group-leader will make sure each learner has a turn to make a contribution.
- They must invent as many problems as possible that Willy, who is only  $\pm 1\frac{1}{2}$  rulers tall, will have to face if he were to visit us in our homes and at school.
- They have to identify the three most important problems.

### Finding solutions

- The group brainstorms ideas how to overcome these problems. What solutions do they suggest?
- They must identify the best solution for each problem.

### Reporting back to the class

- The group-leader and /or others, report back to the class
- 1) what their biggest problem was that they identified, and
  - 2) what solutions (plans) they came up with.
- Learners can dramatise each problem situation and the solution to each problem.

## 1.3.5 LEANER SECTION

### 1.3.6 Content

#### 1.3.6.1 Chapter 2: The Tree House

The Wops live in tree houses in the forest. These houses are sheltered by the leaves and are hardly visible. You have to look very carefully if you want to see them. When you go for a walk in the forest on a summer's day and look up into the tree-tops, you might think you see a bird's nest. But if you look closely, you will see smoke coming from a chimney and also tiny footprints on the ground under the tree.

Willy and his family live in a pretty little house. Daddy Wop built it himself. He used a saw to cut several long planks, and he nailed them together. Walter the friendly warthog helped Daddy to drag the planks through the forest to their tree. Willy likes to ride on Walter. He sits between his horns and then Walter takes him on long rides through the forest.

You have to walk a long way to get to Willy's house in the tree. First you must cross a deep, deep river. (The Wops built a raft, which they have hidden in a place other people don't know about.) Then you must walk along a narrow path up a high, high hill. On the other side of the hill a winding trail leads down into the forest. In the forest you will find a tall, tall tree. Willy's tree house is in that tall, tall tree but you have to climb up a long, long rope ladder.

Willy loves the tree house and at night, as he lies in his snug little bed, he listens to the wind whistling through the leaves, the water flowing over the pebbles in the river and the wise old owl hooting up in the tree. Next time I'll tell you more about the wise old owl.

- How well did you listen?

LO 1.3	LO 2.7	
--------	--------	--

Table 1.10

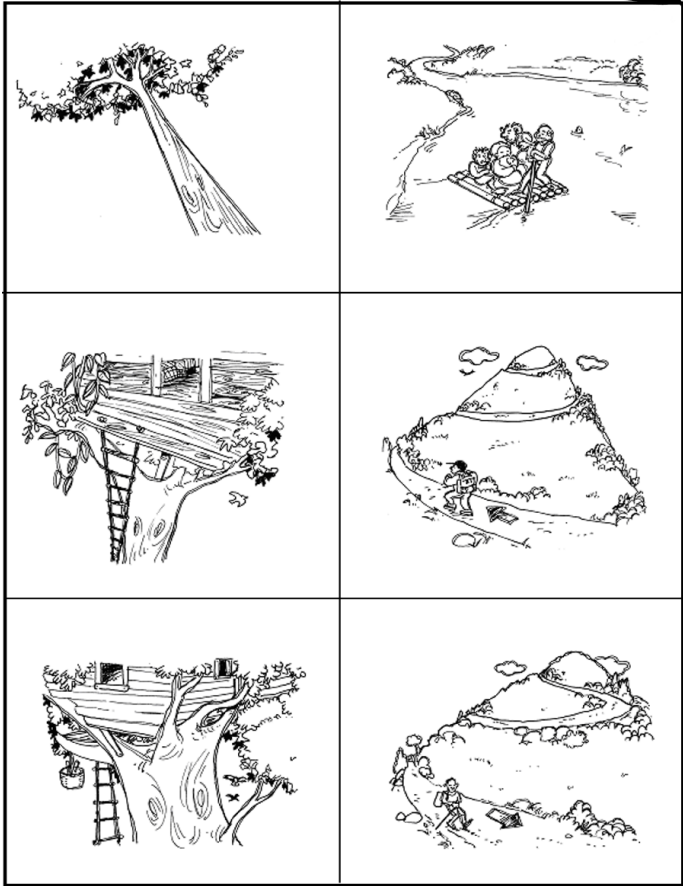


Figure 1.7

LO 3.1.2	LO 5.2.1	
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Table 1.11

- Looking for the Wops.

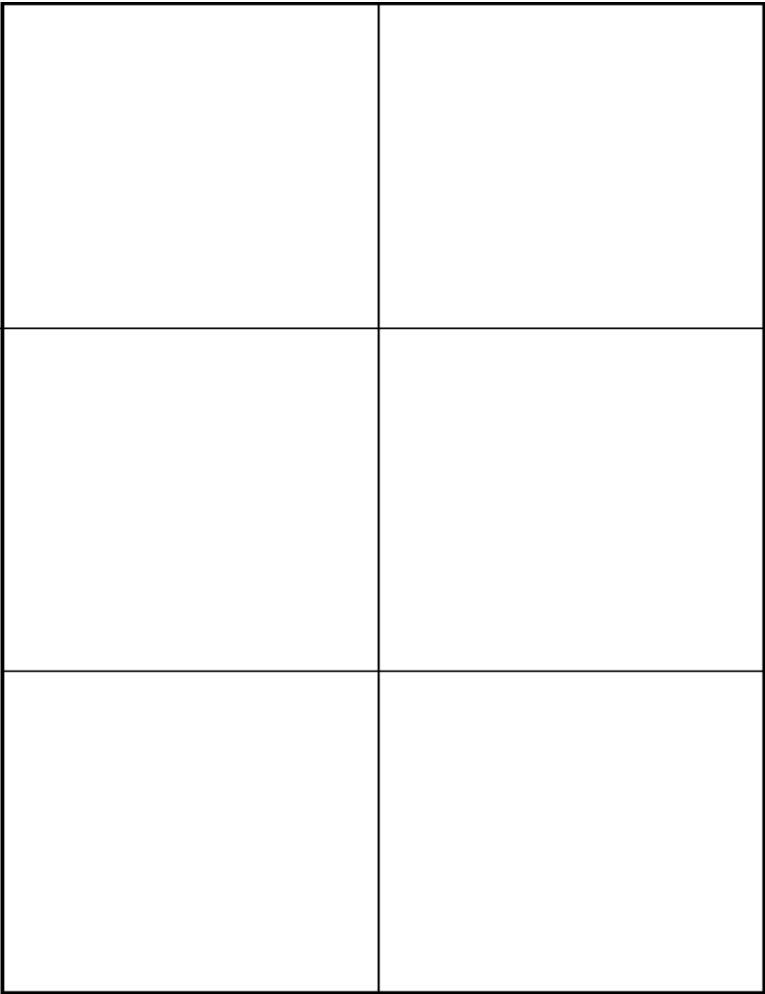


Figure 1.8

LO 2.7	
--------	--

Table 1.12

- I can cut out and paste.



Figure 1.9

---

- I can tell the story to get to Willy’s house.



Figure 1.10

---

- Find the ones that are the same. Circle them.

a	g	h	a	d	a	b
h	b	a	h	d	n	h
c	o	g	d	c	a	c
m	n	h	i	m	m	n

Table 1.13

LO 5.2.1	
----------	--

Table 1.14



Figure 1.11

LO 5.2.1	LO 2.2
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Table 1.15

1.3.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.2:** We know this when the learner communicates ideas using interesting descriptions and action words.

**Assessment Standard 2.7:** We know this when the learner tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual clues to make meaning;

3.1.2 uses illustrations to interpret the meaning of stories, and tells a story;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning.

## 1.4 Chapter 2: The Tree House 02<sup>4</sup>

### 1.4.1 ENGLISH HOME LANGUAGE

#### 1.4.2 The Wops are here

### 1.4.3 EDUCATOR SECTION

#### 1.4.4 Memorandum

##### 1.4.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

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<sup>4</sup>This content is available online at <<http://cnx.org/content/m23048/1.1/>>.



	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
continued on next page					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					

8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

Table 1.16

#### 1.4.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.4.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.

Educator questions the learners.

- It is important for them to memorise the way to Willy's house in correct sequence, as the next activity for them to do is to place the pictures in the right order.
- The learners use their completed pages to re-tell the way to the Wops.
- Phonics

Steps to be followed when teaching individual sounds W, V, M, N

1. Listen for the sound in a sentence, e.g. Willy Wop wades in the water with Wilbert and Wallace.
  2. Identify which sound they heard the most frequently.
  3. Show them what the sound looks like, e.g. "w" as in Willy.
  4. Identify other "w" words.
  5. Discriminate between "w" and other sounds by clapping when they hear the w sound, e.g. read a series of words like wool, wall, coat, water, and river.
  6. Introduce all sounds in this way.
- Certain pages contain more words to extend their vocabulary. These pages will form their first dictionary. When all the sounds have been learnt, the pages can be stapled together to make a book. New words can be written on the back. Their dictionaries can be referred to when they begin to write their own sentences and stories.

Games to play: -

- Have objects beginning with the same sound hidden in a bag. Learners take turns to choose an object, say what it is and what does it begin with.
- Play "I spy with my little eye".

### 1.4.5 LEARNER SECTION

#### 1.4.6 Content

- I can read and draw.

Walter the warthog helps Daddy.

Sam plays in the water.

Terry picks berries.

Licky runs up the tree.

LO 3.4.1	
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**Table 1.17**

- I can draw all these things that begin with a...

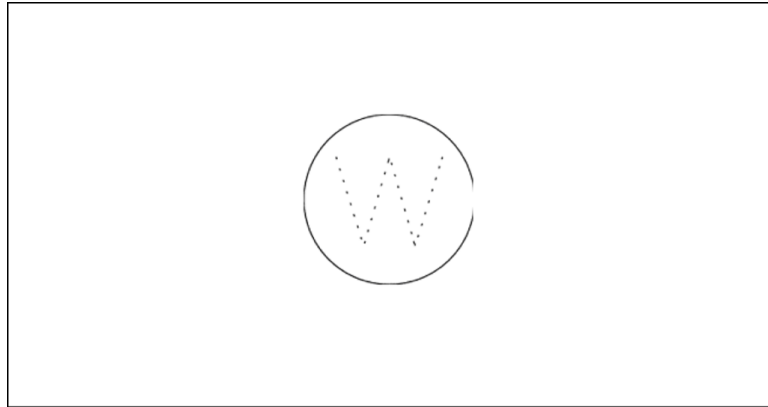


Figure 1.12

LO 1.6.1	LO 3.5.1
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Table 1.18



### Get fit!

Stretch up tall  
And bend down low  
Down and up  
And off we go!  
Down, up down, up!  
Down up, down, up.



Figure 1.13

- Do the movements.
- Complete the patterns.
- Decorate the patterns.

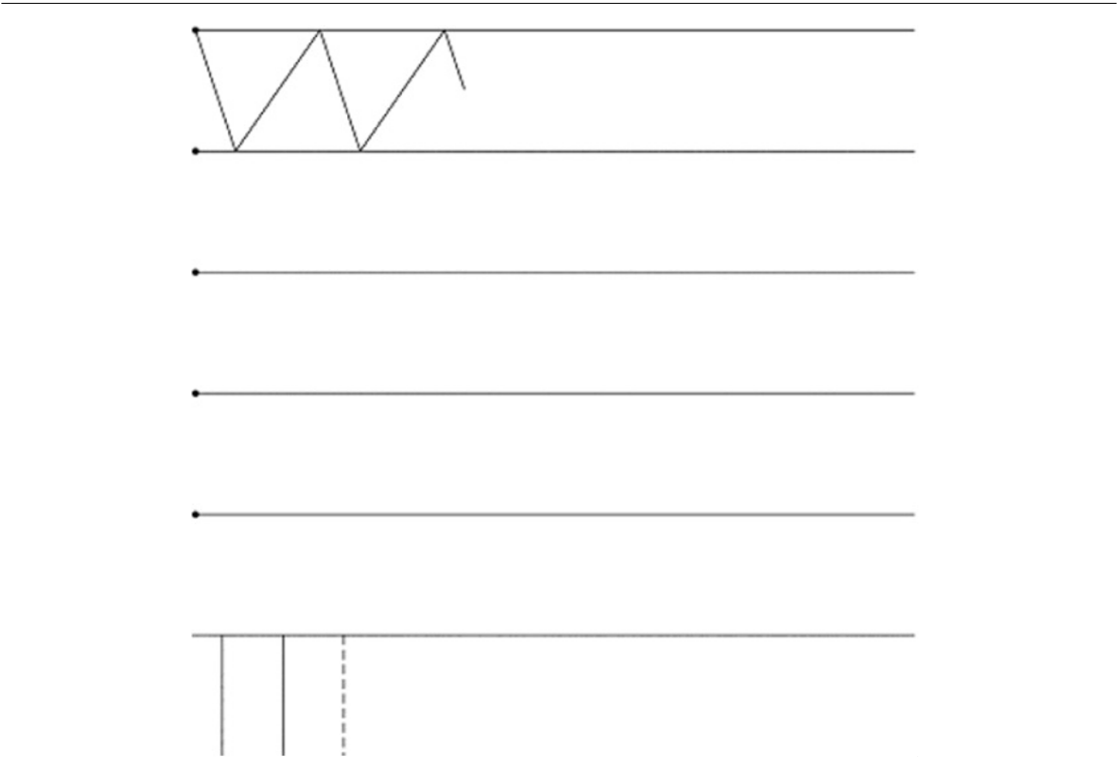


Figure 1.14

LO 4.1.1		LO 4.1.2	
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Table 1.19



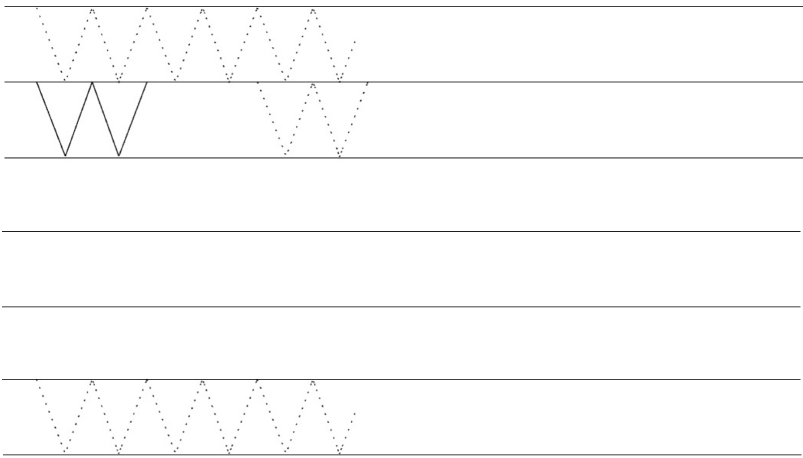


Figure 1.15

LO 4.1.1		LO 4.1.2		LO 3.5.1	
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Table 1.20

1.4.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.1 recognises and names letters of the alphabet;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words.

## 1.5 Chapter 3: Licky Lizard and the Wise Old Owl<sup>5</sup>

### 1.5.1 ENGLISH HOME LANGUAGE

#### 1.5.2 The Wops are here

### 1.5.3 EDUCATOR SECTION

#### 1.5.4 Memorandum

##### 1.5.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

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<sup>5</sup>This content is available online at <<http://cnx.org/content/m23049/1.1/>>.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
<i>continued on next page</i>					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					

8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

Table 1.21

#### 1.5.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.5.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.

Educator questions the learners.

- It is important for them to memorise the way to Willy's house in correct sequence, as the next activity for them to do is to place the pictures in the right order.
- The learners use their completed pages to re-tell the way to the Wops.

## Educator Page

- How well did the learners listen?
- The educator questions the learners and assesses their listening skills.
- Discuss the problems they think Willy and his family could experience.
- Suggest solutions that the wise old owl might offer.
- Make a beautiful wise old owl in the art class using scraps of brown, grey, white and black paper.
- Tear the paper into small pieces and arrange them on the owl, drawn by the educator.
- Assess visual discrimination. Learners match the shapes on the top half of the page to those on the bottom half, join them with a line and colour them. On the following page word shapes are matched to line shapes.
- Learners can read the sentences, then cut along the lines, shuffle the sentences and build new ones, e.g. "Daddy cooks the food". These could be used several times until learners can recognise and read them fluently. Ask the learners to practise at home. Keep words and sentences in a container or plastic bag.
- Listening exercises for either outside or in the classroom.

**1.5.5 LEARNER SECTION****1.5.6 Content****1.5.6.1 Chapter 3: Licky Lizard and the**

Wise Old Owl.

Willy has many friends in the forest. He plays with all the other Wop children. Sometimes they quarrel, but Mummy and Daddy have taught him that quarrelling and fighting with friends is not the way to behave. Willy tries hard to be friendly and polite to everyone, even to his family.

Willy loves the creatures of the forest, except of course the sly old foxes who steal their food and frighten Willy and his friends. Willy loves to listen to Mr Mole's stories about his travels, and he and Walter the warthog play for hours in the forest, visiting all their secret hide-outs. Willy has a pet, Licky Lizard, who sits on Willy's shoulder and goes everywhere Willy goes.

All the Wops are very fond of the wise old owl. He doesn't talk much but his ears are always wide open. He sees everything and he knows everything. When the Wops have a problem, they always ask the wise old owl. He has a solution for any problem.

Perhaps we also love our family and friends as much as Willy loves his. We are going to hear more stories about Willy's adventures and I am sure you are going to wish that you could sometimes visit Willy in the forest. I'll ask him if you may.

- How well did we listen?

LO 1.3	LO 5.2.1	
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**Table 1.22**



### 1.5.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning.

## 1.6 Chapter 3: Licky Lizard and the Wise Old Owl 02<sup>6</sup>

### 1.6.1 ENGLISH HOME LANGUAGE

#### 1.6.2 The Wops are here

### 1.6.3 EDUCATOR SECTION

#### 1.6.4 Memorandum

##### 1.6.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
<i>continued on next page</i>					

<sup>6</sup>This content is available online at <<http://cnx.org/content/m23052/1.1/>>.

	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
<i>continued on next page</i>					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
continued on next page					

8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

Table 1.23

#### 1.6.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.6.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.

Educator questions the learners.

- It is important for them to memorise the way to Willy's house in correct sequence, as the next activity for them to do is to place the pictures in the right order.
- The learners use their completed pages to re-tell the way to the Wops.

### Educator Page

- How well did the learners listen?
  
- The educator questions the learners and assesses their listening skills.
- Discuss the problems they think Willy and his family could experience.
- Suggest solutions that the wise old owl might offer.
- Make a beautiful wise old owl in the art class using scraps of brown, grey, white and black paper.
- Tear the paper into small pieces and arrange them on the owl, drawn by the educator.
  
- Assess visual discrimination. Learners match the shapes on the top half of the page to those on the bottom half, join them with a line and colour them. On the following page word shapes are matched to line shapes.
  
- Learners can read the sentences, then cut along the lines, shuffle the sentences and build new ones, e.g. "Daddy cooks the food". These could be used several times until learners can recognise and read them fluently. Ask the learners to practise at home. Keep words and sentences in a container or plastic bag.
  
- Listening exercises for either outside or in the classroom.

### 1.6.5 LEARNER SECTION

#### 1.6.6 Content

- I can find the pieces of the puzzle that match one another. I can join them.

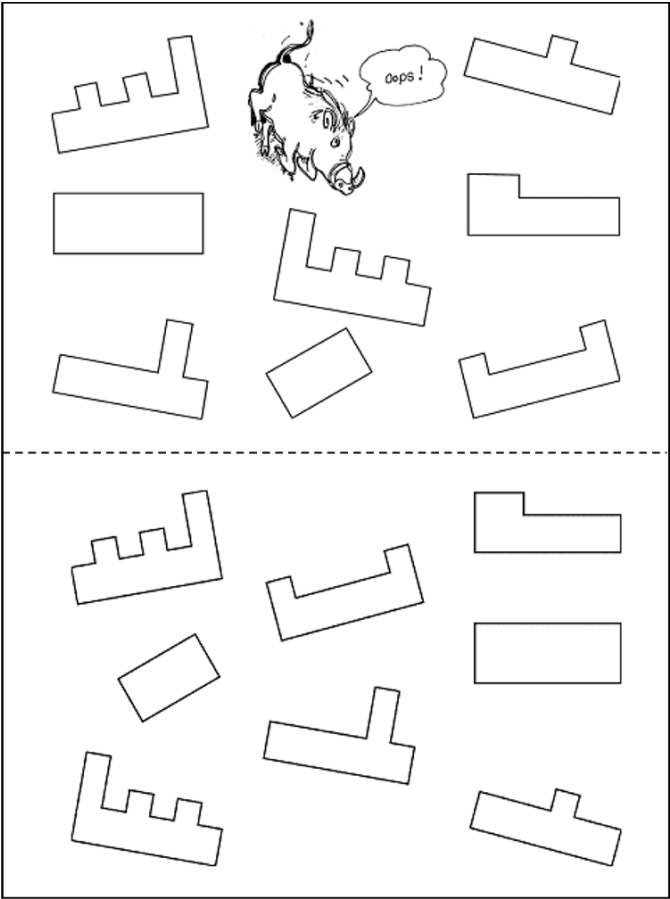


Figure 1.16

LO 5.2.4	
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Table 1.24





Figure 1.17

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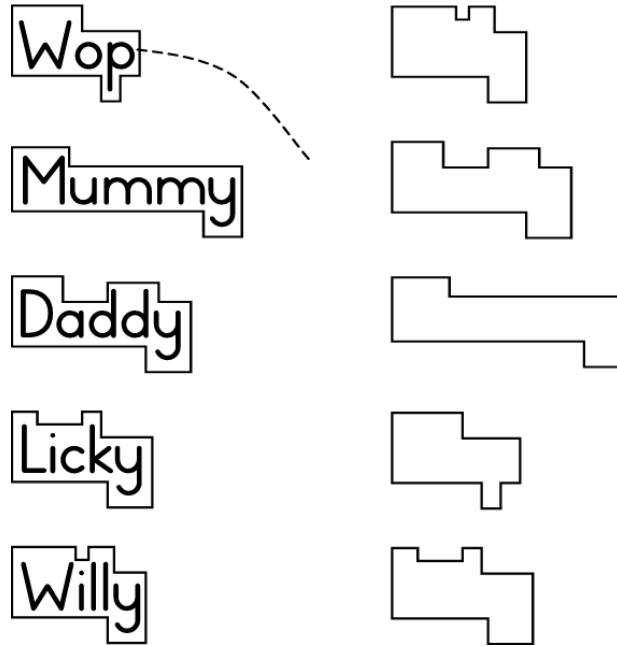


Figure 1.18

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- I can tell the story. Mark 1 2 3



Figure 1.19

LO 2.7		LO 3.4.1	
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Table 1.25

### 1.6.7 Assessment

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.7:** We know this when the learner tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

5.2.4 identifies similarities and differences, using appropriate language.

## 1.7 Chapter 3: Licky Lizard and the Wise Old Owl 03<sup>7</sup>

### 1.7.1 ENGLISH HOME LANGUAGE

#### 1.7.2 The Wops are here

### 1.7.3 EDUCATOR SECTION

#### 1.7.4 Memorandum

##### 1.7.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

<sup>7</sup>This content is available online at <<http://cnx.org/content/m23055/1.1/>>.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
<i>continued on next page</i>					

2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
<i>continued on next page</i>					

5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
6.	<ul style="list-style-type: none"> <li>use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
<i>continued on next page</i>					

7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
8.	<ul style="list-style-type: none"> <li>• reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
<i>continued on next page</i>					

9.	<ul style="list-style-type: none"> <li>• participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>• be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
<i>continued on next page</i>					

12.	<ul style="list-style-type: none"> <li>develop entrepreneurial opportunities.</li> </ul>				
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Table 1.26

#### 1.7.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.7.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.

Educator questions the learners.

- It is important for them to memorise the way to Willy's house in correct sequence, as the next activity for them to do is to place the pictures in the right order.
- The learners use their completed pages to re-tell the way to the Wops.

Educator Page

- How well did the learners listen?
- The educator questions the learners and assesses their listening skills.
- Discuss the problems they think Willy and his family could experience.
- Suggest solutions that the wise old owl might offer.
- Make a beautiful wise old owl in the art class using scraps of brown, grey, white and black paper.
- Tear the paper into small pieces and arrange them on the owl, drawn by the educator.



- Assess visual discrimination. Learners match the shapes on the top half of the page to those on the bottom half, join them with a line and colour them. On the following page word shapes are matched to line shapes.
- Learners can read the sentences, then cut along the lines, shuffle the sentences and build new ones, e.g. "Daddy cooks the food". These could be used several times until learners can recognise and read them fluently. Ask the learners to practise at home. Keep words and sentences in a container or plastic bag.
- Listening exercises for either outside or in the classroom.

### 1.7.5 LEARNER SECTION

#### 1.7.6 Content

- I can cut these out and paste them onto the next page.

Daddy builds a tree house.
Mummy cooks the food.
Willy Wop lives in the forest.
Baby sleeps in her bed.
Walter the warthog helps Daddy.
Sam plays in the water.
Terry picks berries.
Licky runs up the tree.

**Table 1.27**

- I can read the names, draw the pictures and match the sentences.

Daddy	Daddy builds a tree house
Mummy	
Willy	
Baby	
Sam	
Terry	
Licky	
Walter	

**Table 1.28**

LO 3.4.1	
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**Table 1.29**

Daddy	builds a tree house.
Mummy	cooks the food.
Willy Wops	lives in the forest.
Baby	sleeps in her bed.
Walter	the warthog helps Daddy.
Sam	plays in the water.
Terry	plays in the water.
Licky	runs up the tree.

**Table 1.30**

LO 3.4.1	
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**Table 1.31**

### 1.7.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

## 1.8 Chapter 3: Licky Lizard and the Wise Old Owl 04<sup>8</sup>

### 1.8.1 ENGLISH HOME LANGUAGE

#### 1.8.2 The Wops are here

### 1.8.3 EDUCATOR SECTION

#### 1.8.4 Memorandum

##### 1.8.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

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<sup>8</sup>This content is available online at <<http://cnx.org/content/m23057/1.1/>>.

	Critical and developmen- tal outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
<i>continued on next page</i>					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					

8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

Table 1.32

#### 1.8.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.8.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.

Educator questions the learners.

- It is important for them to memorise the way to Willy's house in correct sequence, as the next activity for them to do is to place the pictures in the right order.
- The learners use their completed pages to re-tell the way to the Wops.



### Educator Page

- How well did the learners listen?
  
- The educator questions the learners and assesses their listening skills.
- Discuss the problems they think Willy and his family could experience.
- Suggest solutions that the wise old owl might offer.
- Make a beautiful wise old owl in the art class using scraps of brown, grey, white and black paper.
- Tear the paper into small pieces and arrange them on the owl, drawn by the educator.
  
- Assess visual discrimination. Learners match the shapes on the top half of the page to those on the bottom half, join them with a line and colour them. On the following page word shapes are matched to line shapes.
  
- Learners can read the sentences, then cut along the lines, shuffle the sentences and build new ones, e.g. "Daddy cooks the food". These could be used several times until learners can recognise and read them fluently. Ask the learners to practise at home. Keep words and sentences in a container or plastic bag.
  
- Listening exercises for either outside or in the classroom.

### 1.8.5 LEARNER SECTION

#### 1.8.6 Content

- I can **read** and **say** this poem.

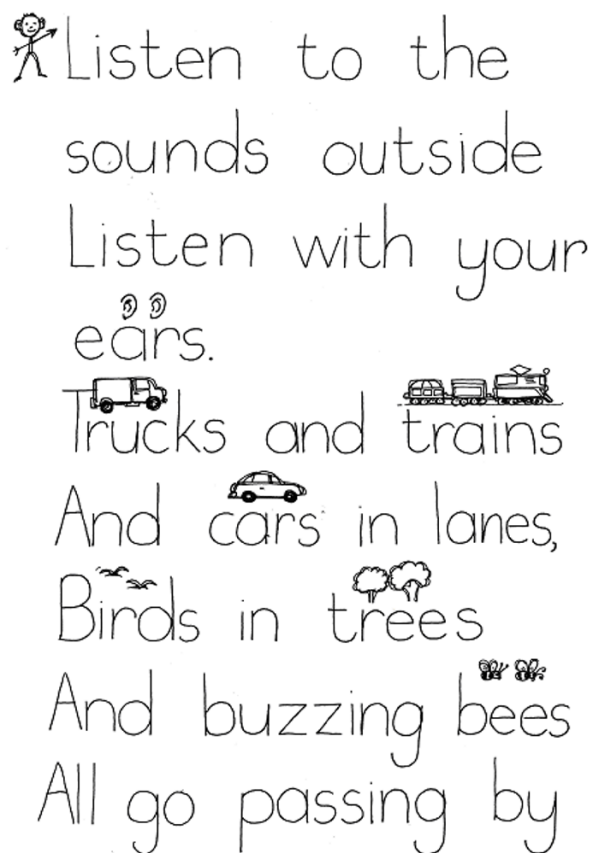


Figure 1.20

LO 2.3	LO 3.1.2	
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Table 1.33

### 1.8.7 Assessment

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.3:** We know this when the learner sings, recites, acts out and mimes songs, poems and rhymes;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual clues to make meaning:

3.1.2 uses illustrations to interpret the meaning of stories, and tells a story.

## 1.9 Chapter 3: Licky Lizard and the Wise Old Owl 05<sup>9</sup>

### 1.9.1 ENGLISH HOME LANGUAGE

#### 1.9.2 The Wops are here

### 1.9.3 EDUCATOR SECTION

#### 1.9.4 Memorandum

##### 1.9.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

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<sup>9</sup>This content is available online at <<http://cnx.org/content/m23061/1.1/>>.

	Critical and developmen- tal outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
<i>continued on next page</i>					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					

8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

Table 1.34

#### 1.9.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.9.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.

Educator questions the learners.

- It is important for them to memorise the way to Willy's house in correct sequence, as the next activity for them to do is to place the pictures in the right order.
- The learners use their completed pages to re-tell the way to the Wops.



### Educator Page

- How well did the learners listen?
  
- The educator questions the learners and assesses their listening skills.
- Discuss the problems they think Willy and his family could experience.
- Suggest solutions that the wise old owl might offer.
- Make a beautiful wise old owl in the art class using scraps of brown, grey, white and black paper.
- Tear the paper into small pieces and arrange them on the owl, drawn by the educator.
  
- Assess visual discrimination. Learners match the shapes on the top half of the page to those on the bottom half, join them with a line and colour them. On the following page word shapes are matched to line shapes.
  
- Learners can read the sentences, then cut along the lines, shuffle the sentences and build new ones, e.g. "Daddy cooks the food". These could be used several times until learners can recognise and read them fluently. Ask the learners to practise at home. Keep words and sentences in a container or plastic bag.
  
- Listening exercises for either outside or in the classroom.

## 1.9.5 LEARNER SECTION

### 1.9.6 Content

- I can draw all these things that I can hear.



Figure 1.21

LO 2.2	
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Table 1.35

- What can Willy hear? Draw all the things that Willy can hear.

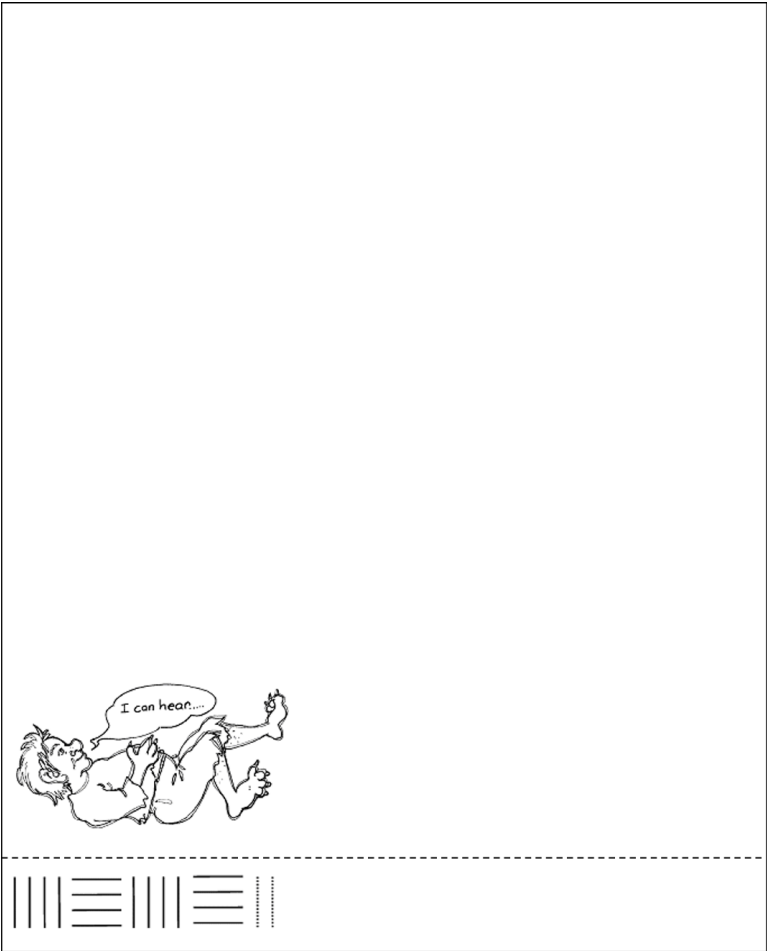


Figure 1.22

LO 2.2	
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Table 1.36


















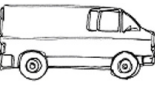
 as in Willy	 water	 watering can
 weeds	 wallpaper	 wand
 wing	 watermelon	 wolf
 violet	 vegetables	 violets
 volcano	 vine	 vineyard
 virus	 vampire	 van

Figure 1.23

LO 1.6.1	LO 3.1.2	LO 3.5.1	
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Table 1.37

### 1.9.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual clues to make meaning:

- uses illustrations to interpret the meaning of stories, and tells a story;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.1 recognises and names letters of the alphabet.

## 1.10 Chapter 3: Licky Lizard and the Wise Old Owl 06<sup>10</sup>

### 1.10.1 ENGLISH HOME LANGUAGE

#### 1.10.2 The Wops are here

### 1.10.3 EDUCATOR SECTION

#### 1.10.4 Memorandum

##### 1.10.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

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<sup>10</sup>This content is available online at <<http://cnx.org/content/m23066/1.1/>>.

	Critical and developmen- tal outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
<i>continued on next page</i>					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					



8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

Table 1.38

#### 1.10.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.10.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.

Educator questions the learners.

- It is important for them to memorise the way to Willy's house in correct sequence, as the next activity for them to do is to place the pictures in the right order.
- The learners use their completed pages to re-tell the way to the Wops.

### Educator Page

- How well did the learners listen?
  
- The educator questions the learners and assesses their listening skills.
- Discuss the problems they think Willy and his family could experience.
- Suggest solutions that the wise old owl might offer.
- Make a beautiful wise old owl in the art class using scraps of brown, grey, white and black paper.
- Tear the paper into small pieces and arrange them on the owl, drawn by the educator.
  
- Assess visual discrimination. Learners match the shapes on the top half of the page to those on the bottom half, join them with a line and colour them. On the following page word shapes are matched to line shapes.
  
- Learners can read the sentences, then cut along the lines, shuffle the sentences and build new ones, e.g. "Daddy cooks the food". These could be used several times until learners can recognise and read them fluently. Ask the learners to practise at home. Keep words and sentences in a container or plastic bag.
  
- Listening exercises for either outside or in the classroom.

### 1.10.5 LEARNER SECTION

#### 1.10.6 Content

- I can draw all these things that begin with a...

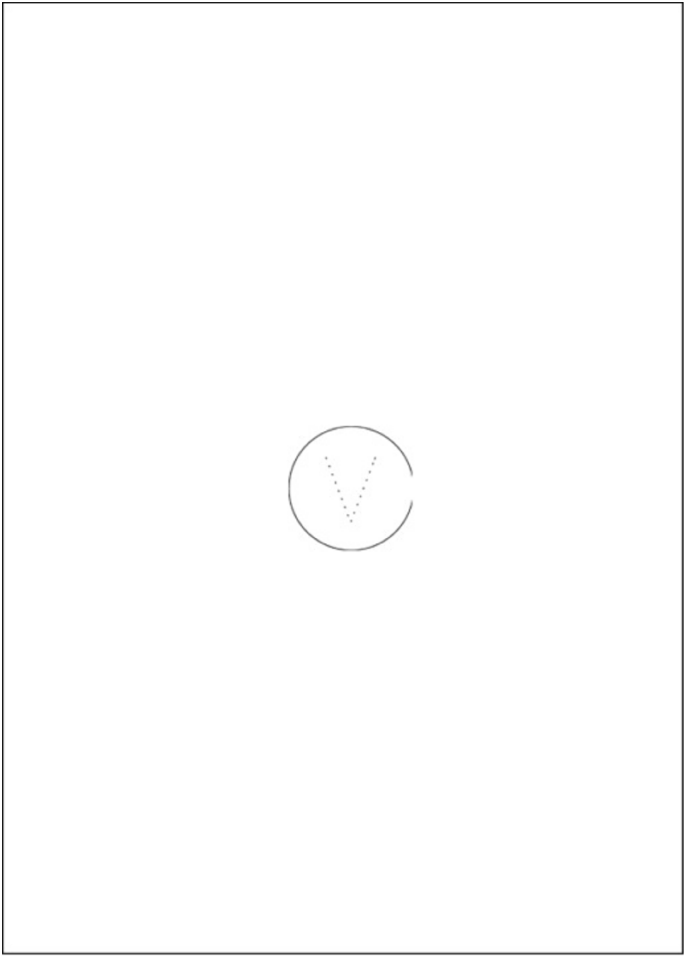


Figure 1.24

LO 1.6.1	
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Table 1.39

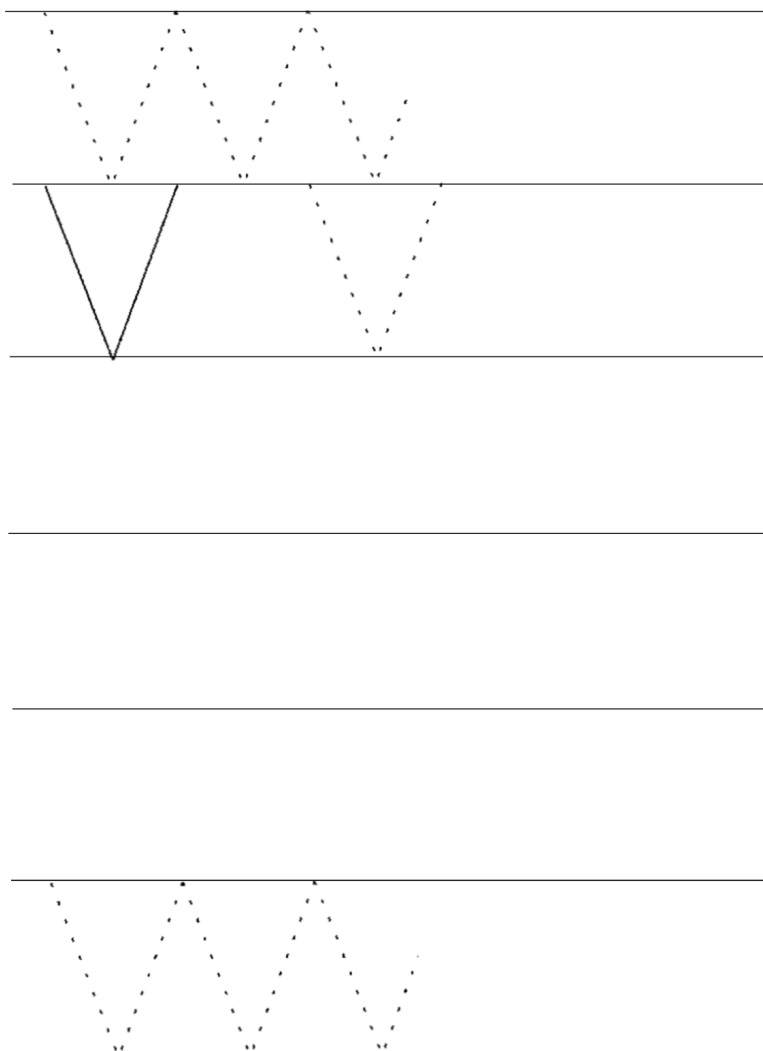


Figure 1.25

### 1.10.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

## 1.11 Chapter 3: Licky Lizard and the Wise Old Owl 07<sup>11</sup>

### 1.11.1 ENGLISH HOME LANGUAGE

#### 1.11.2 The Wops are here

### 1.11.3 EDUCATOR SECTION

#### 1.11.4 Memorandum

##### 1.11.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

---

<sup>11</sup>This content is available online at <<http://cnx.org/content/m23079/1.1/>>.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
continued on next page					



6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					

8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

Table 1.40

#### 1.11.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.11.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.

Educator questions the learners.

- It is important for them to memorise the way to Willy's house in correct sequence, as the next activity for them to do is to place the pictures in the right order.
- The learners use their completed pages to re-tell the way to the Wops.

## Educator Page

- How well did the learners listen?
  
- The educator questions the learners and assesses their listening skills.
- Discuss the problems they think Willy and his family could experience.
- Suggest solutions that the wise old owl might offer.
- Make a beautiful wise old owl in the art class using scraps of brown, grey, white and black paper.
- Tear the paper into small pieces and arrange them on the owl, drawn by the educator.
  
- Assess visual discrimination. Learners match the shapes on the top half of the page to those on the bottom half, join them with a line and colour them. On the following page word shapes are matched to line shapes.
  
- Learners can read the sentences, then cut along the lines, shuffle the sentences and build new ones, e.g. "Daddy cooks the food". These could be used several times until learners can recognise and read them fluently. Ask the learners to practise at home. Keep words and sentences in a container or plastic bag.
  
- Listening exercises for either outside or in the classroom.
- A page is used to assess the learner's spatial orientation and to see whether he/she is aware that a whole (in this case his body) consists of different parts. Learners draw the parts of the body and cut these out. They paste them on the following page to create Willy. The educator can assess whether the parts are drawn in proportion and whether the learners have a good perception of their bodies.
- Discussion of parts of the body can help the perception of their bodies becoming clearer.

**1.11.5 LEARNER SECTION****1.11.6 Content**

- I draw and cut out Willy's ...

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face	body
arms	legs
hands	feet

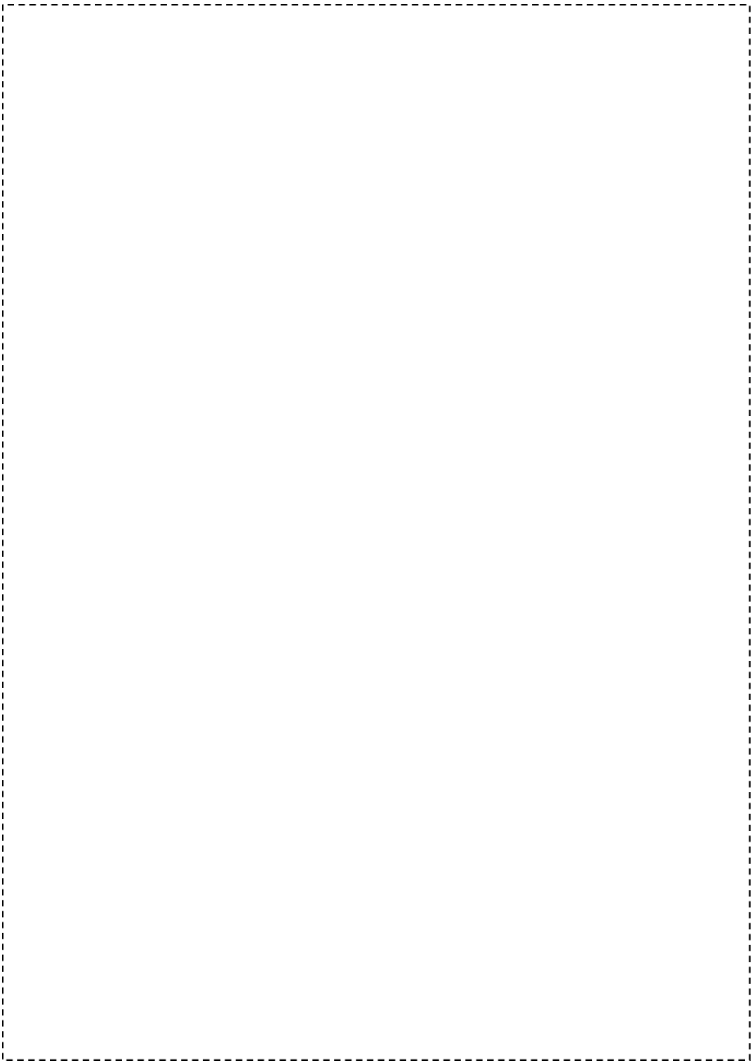
Figure 1.26

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LO 3.4.1	
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Table 1.41

- I paste Willy here.



**Figure 1.27**

LO 5.2.3	
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**Table 1.42**



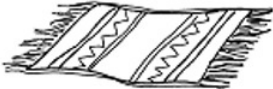






 <p>as in mouse</p>	 <p>mountain</p>	 <p>mat</p>
 <p>marble</p>	 <p>muffin</p>	 <p>mummy</p>
 <p>melon</p>	 <p>mulberry</p>	 <p>money</p>

Figure 1.28

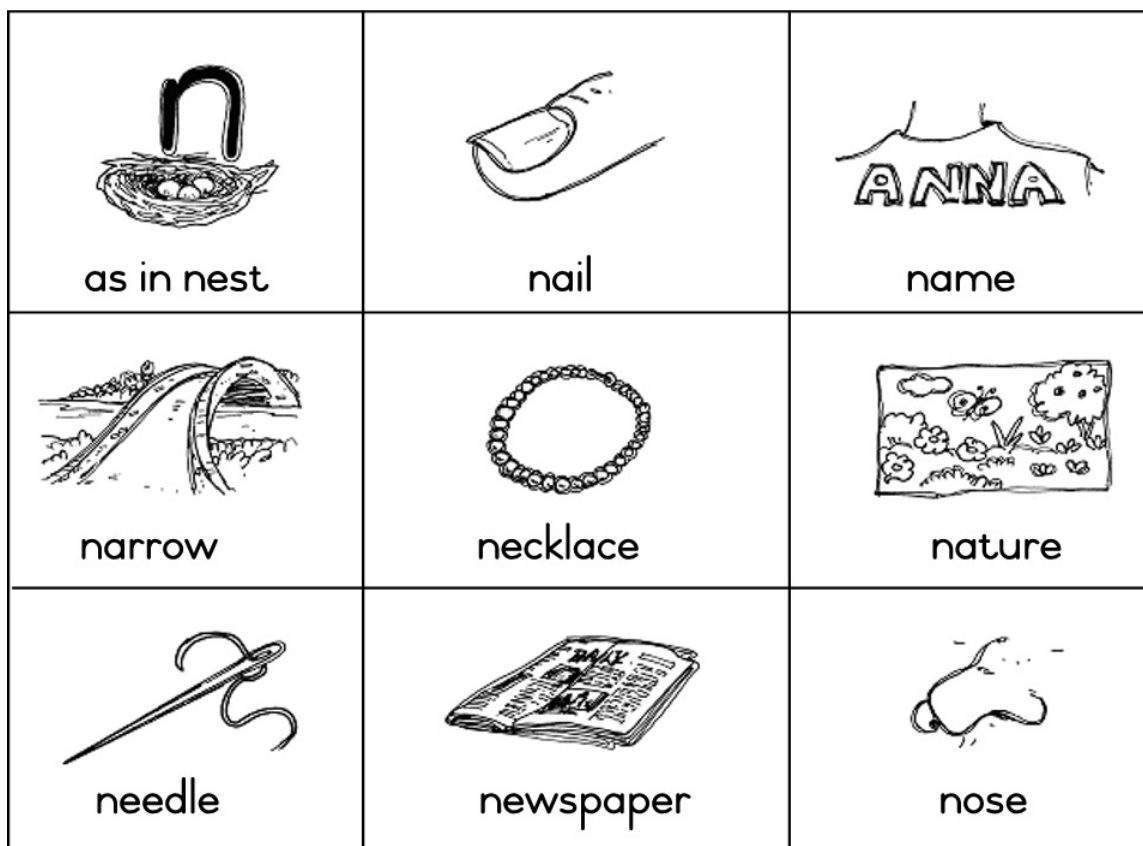


Figure 1.29

LO 1.6.1	LO 3.1.2	LO 3.5.1	
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Table 1.43

### 1.11.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

**Assessment Standard 3.1:** We know this when the learner uses visual clues to make meaning:



- uses illustrations to interpret the meaning of stories, and tells a story;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.1 recognises and names letters of the alphabet.

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

5.2.3 identifies parts from the whole.

LO 3.4.1

Ø I paste Willy here.

LO 5.2.3

LO 1.6.1 LO 3.1.2 LO 3.5.1

Assessment

Learning Outcome 1: LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.6: We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

Learning Outcome 3: READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.4: We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

Assessment Standard 3.5: We know this when the learner develops phonic awareness:

Assessment Standard 3.1: We know this when the learner uses visual clues to make meaning:

3.1.2 uses illustrations to interpret the meaning of stories, and tells a story;

Assessment Standard 3.5: We know this when the learner develops phonic awareness:

3.5.1 recognises and names letters of the alphabet.

Learning Outcome 5: THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.2: We know this when the learner uses language to think and reason:

5.2.3 identifies parts from the whole.

## 1.12 Chapter 3: Licky Lizard and the Wise Old Owl 08<sup>12</sup>

### 1.12.1 ENGLISH HOME LANGUAGE

### 1.12.2 The Wops are here

### 1.12.3 EDUCATOR SECTION

### 1.12.4 Memorandum

#### 1.12.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

<sup>12</sup>This content is available online at <<http://cnx.org/content/m23078/1.1/>>.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
<i>continued on next page</i>					

2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
<i>continued on next page</i>					

5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
6.	<ul style="list-style-type: none"> <li>use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
<i>continued on next page</i>					

7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
8.	<ul style="list-style-type: none"> <li>• reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
<i>continued on next page</i>					

9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
11.	<ul style="list-style-type: none"> <li>explore education and career opportunities; and</li> </ul>				
<i>continued on next page</i>					

12.	<ul style="list-style-type: none"> <li>develop entrepreneurial opportunities.</li> </ul>				
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Table 1.44

#### 1.12.4.2 OVERVIEW MODULE 1: Here come the Wops

This module introduces the Wops family. They are similar to people yet have different characteristics. They live in the forest and the animals are their friends.

Body parts are discussed and educators can assess the learners' auditory perception, spatial orientation and sequencing skills.

Learners read and illustrate the sentences, poems and rhymes and are taught the writing patterns and the corresponding letters viz. **v**, **w**, **n**, and **m**.

These sounds are also taught.

#### 1.12.4.3 Integration of themes

- A Healthy environment

The Wops family live in the forest, have no amenities like electricity and spacious homes.

They live a life dependant on nature; fruit and berries, etc. They therefore look after their habitat. We should follow their example and care for our environment.

- Social Justice

Although the Wops have no earthly riches they are warm, friendly and helpful. People do not have to be rich to gain our friendship. Be sensitive towards people who have different cultures and who lead different kinds of lives.

- Human rights

Everyone has the right to have shelter and food. Children should be cared for by their parents.

Educator questions the learners.

- It is important for them to memorise the way to Willy's house in correct sequence, as the next activity for them to do is to place the pictures in the right order.
- The learners use their completed pages to re-tell the way to the Wops.

Educator Page

- How well did the learners listen?
- The educator questions the learners and assesses their listening skills.
- Discuss the problems they think Willy and his family could experience.
- Suggest solutions that the wise old owl might offer.
- Make a beautiful wise old owl in the art class using scraps of brown, grey, white and black paper.
- Tear the paper into small pieces and arrange them on the owl, drawn by the educator.

- Assess visual discrimination. Learners match the shapes on the top half of the page to those on the bottom half, join them with a line and colour them. On the following page word shapes are matched to line shapes.
- Learners can read the sentences, then cut along the lines, shuffle the sentences and build new ones, e.g. "Daddy cooks the food". These could be used several times until learners can recognise and read them fluently. Ask the learners to practise at home. Keep words and sentences in a container or plastic bag.
- Listening exercises for either outside or in the classroom.
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- Discussion of parts of the body can help the perception of their bodies becoming clearer.

### 1.12.5 LEARNER SECTION

#### 1.12.6 Content

- I can find, cut out and paste things that begin with a...



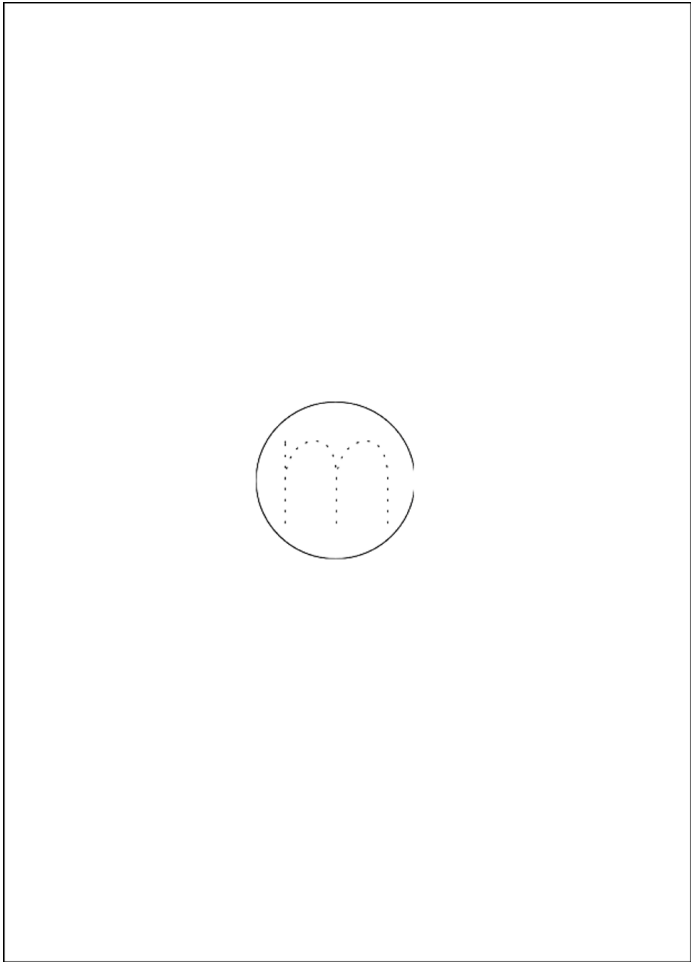


Figure 1.30

LO 1.6.1		LO 3. 5.1	
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Table 1.45

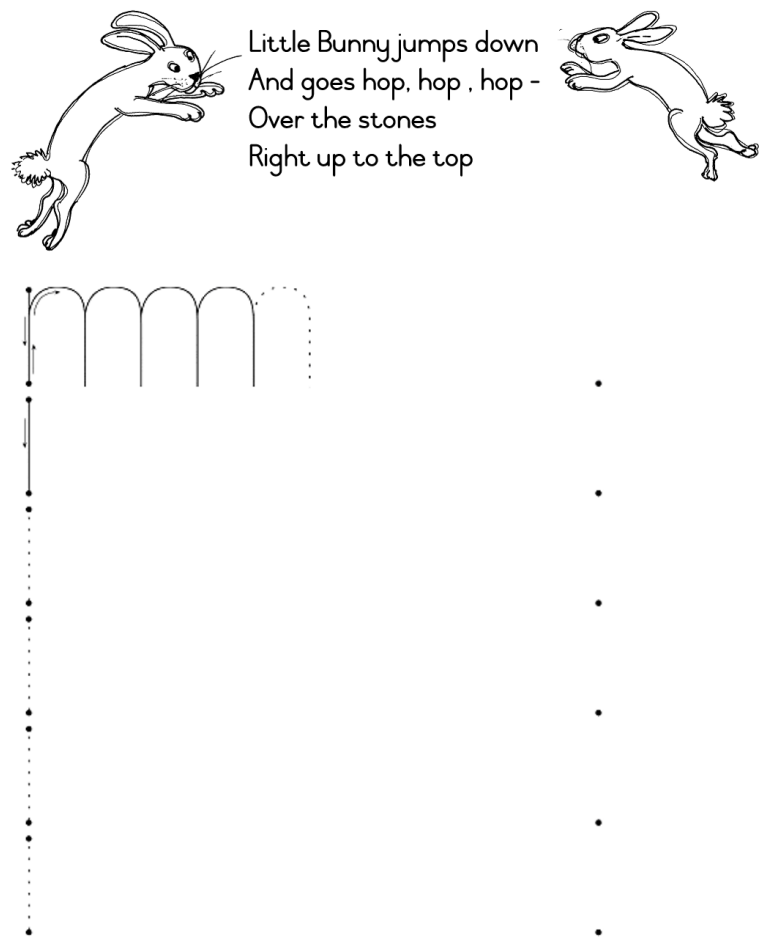


Figure 1.31

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LO 4.1.1	LO 4.1.2	
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Table 1.46

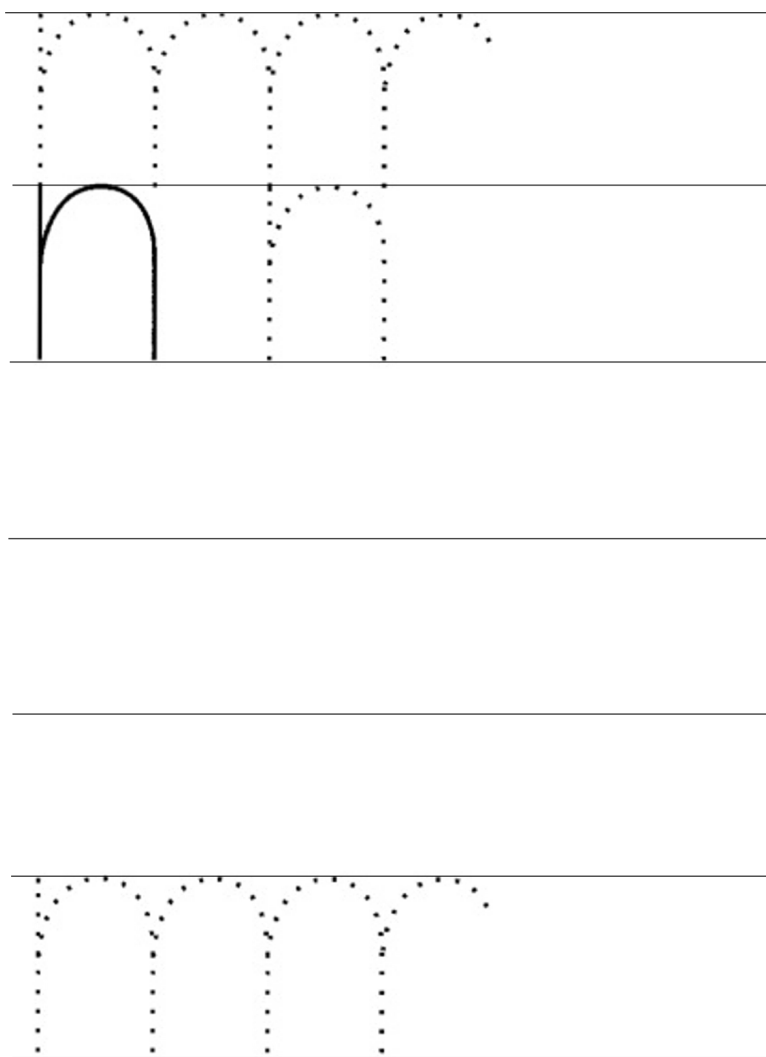


Figure 1.32

LO 4.1.1 LO 4.1.2 LO 4.1.3

## 1.13 Willy has a Birthday 01<sup>13</sup>

### 1.13.1 ENGLISH HOME LANGUAGE

### 1.13.2 The Wops are here

### 1.13.3 EDUCATOR SECTION

### 1.13.4 Memorandum

#### 1.13.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### 1.13.4.2 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

---

<sup>13</sup>This content is available online at <<http://cnx.org/content/m23107/1.1/>>.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
<i>continued on next page</i>					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					

8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					



11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

Table 1.47

## OVERVIEW MODULE 2: Willy's birthday picnic

In this module Willy identifies with the learner as he celebrates his birthday. Different rituals are involved making learners sensitive to the variety of cultural and social behaviours in our country.

There are riddles to read and games to play.

- Writing: r, h, l, c, o, a.
- Phonics: r, h, l, c, o, a.

## INTEGRATION OF THEMES

- SOCIAL JUSTICES

Learners can be made aware of different cultures/different people have different ways of celebrating e.g. birthdays. They must learn to accept these differences.

Educators Page

- Group work

1. Learners bring old birthday cards to school to discuss and analyse.

- How are they made? How are they folded? Shape?
- What makes them attractive? Pictures? Colours?
- What does the card say?
- Why are there open spaces?

2. Learners will make a rough sketch to design their own cards. They can decide:

- What to draw.
- What message they will send.
- How they are going to write their messages. (They can ask the teacher to write them lightly and they can print over the letters or make any other plans they can think of)
- What they will need. (Make a list of drawings of tools needed.) They collect and bring these.

3. They make their cards.

4. They show it to the class. Positive comments are encouraged when learners consider their friends' cards and maybe suggest improvements. Much praise is needed to encourage learners.

5. Display cards in the room.

LO 2

LO/AS 1.3

- Phonics

The following sounds are introduced in this learning unit. Follow the steps for each as set out in Learning Unit.

- “r” as in rose
- “h” as in house
- “l” as in leg
- “c” as in cat
- “o” as in orange
- “a” as in apple

- Writing

The correct letter formation is taught after the sound has been introduced. Learners decorate their patterns.

- Dictionary Pages

Words with two sounds are on one page. These words can be introduced when the second sound on the page has been taught. Keep these pages in flip-files. They will form their first dictionaries and learners can use the words for their own stories later.

- Vocabulary Pages

These are used for revising and consolidating new words learnt. Keep in flip-files for stories later.

- The teacher puts all these words on flash cards for revision games and quick recognition.

### 1.13.5 LEARNER SECTION

#### 1.13.6 Content

##### 1.13.6.1 Willy has a Birthday

This morning Willy woke up very early - so early that the birds were not awake yet. Only the wind was awake, rustling through leaves above their tree house. At first Willy could not remember why he was feeling so excited. Then suddenly he remembered. It was his birthday! Today he was eight years old. He thought about all the exciting things that were going to happen and quickly jumped out of bed.

Willy looked out the window to see what the weather was like. It was still quite dark, but he could see there were no clouds in the sky. Hooray! There would be no rain for his party.

Licky was asleep on the veranda, but he woke up immediately when he heard Willy. Willy picked Licky up and put him on his shoulder and together they watched the sunrise.

Mummy and Daddy came out and gave Willy a big hug and a kiss. “Happy Birthday, Willy,” they said. “We hope you enjoy your birthday.” Willy felt proud and important. It felt grand to be eight years old!

I suppose you are wondering when Willy is going to get his present? Well, the Wops never get presents for their birthdays. No, they do something different altogether. Every Wop child has a special tree. Their dads plant the trees when they are born and every year when they have their birthdays a mark is made on the tree trunk. There are seven marks on Willy’s tree and Dad is now going to make the eighth mark so that anyone who passes the tree will know that Willy is eight years old. Every year the Wops decorate their special tree and Sam and Terry will help Willy decorate his special tree with long ribbons of different colours. Willy loves his birthdays. He is very excited and he can’t wait for his forest friends to come to his party.

LO 1.2		LO 5.2.1		LO 2.8.3	
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Table 1.48

- I can read this story.



Figure 1.33

LO 1.3.6		LO 3.1	
----------	--	--------	--

Table 1.49

- Make a birthday card for Willy.



Figure 1.34

---

LO 4.3.3		LO 5.3.2	
----------	--	----------	--

Table 1.50

- I can write and decorate these patterns

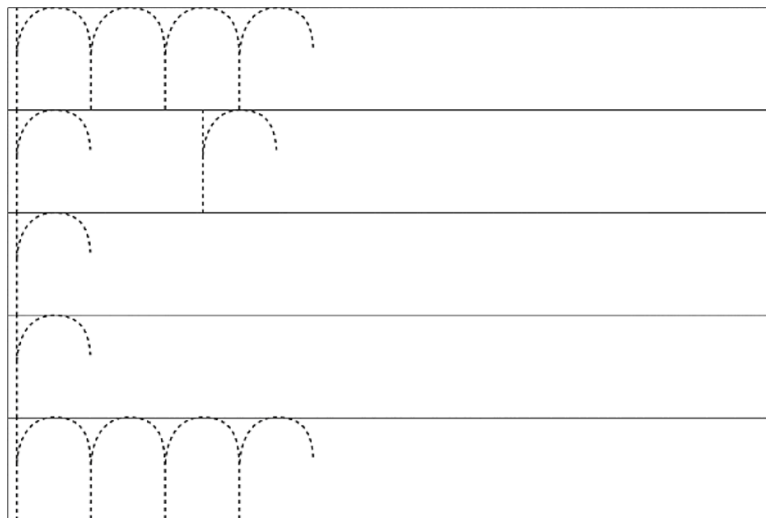


Figure 1.35

LO 4.1.1		LO 4.1.2		LO 4.1.3	
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Table 1.51

- A poem to read, learn and decorate

### Mr Mole's Train



"Toot, toot," goes the train  
As it whizzes past  
Mr Mole is the driver,  
And they're going quite fast.



Through tunnels they race,  
Turning left and then right.  
They're off to the mall,  
In the dead of night.



The train has to stop  
When the little bell rings,  
And off go the Wops,  
To buy all their things.



Figure 1.36

LO 1.3		LO 2.3		LO 3.1	
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Table 1.52

### 1.13.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.2:** We know this when the learner demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak, and asking questions for clarification;

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

1.3.6 answers open questions about the story;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.3:** We know this when the learner sings, recites, acts out and mimes songs, poems and rhymes;

**Assessment Standard 2.8:** We know this when the learner contributes to class discussions;

2.8.3 responds to questions asked by listeners.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual clues to make meaning;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.3:** We know this when the learner writes for different purposes:

4.3.3 creates simple texts such as birthday cards (with written and visual text);

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.3:** We know this when the learner uses language to investigate and explore:

5.3.2 offers explanations and solutions.

## 1.14 Willy has a Birthday 02<sup>14</sup>

### 1.14.1 ENGLISH HOME LANGUAGE

#### 1.14.2 Willy's Birthday Picnic

### 1.14.3 EDUCATOR SECTION

#### 1.14.4 Memorandum

##### 1.14.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

<sup>14</sup>This content is available online at <<http://cnx.org/content/m23106/1.1/>>.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### 1.14.4.2 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
<i>continued on next page</i>					

2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
<i>continued on next page</i>					



5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
6.	<ul style="list-style-type: none"> <li>use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
<i>continued on next page</i>					

7.	<ul style="list-style-type: none"> <li>demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
<i>continued on next page</i>					

9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
11.	<ul style="list-style-type: none"> <li>explore education and career opportunities; and</li> </ul>				
<i>continued on next page</i>					

12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				
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**Table 1.53****OVERVIEW MODULE 2: Willy's birthday picnic**

In this module Willy identifies with the learner as he celebrates his birthday. Different rituals are involved making learners sensitive to the variety of cultural and social behaviours in our country.

There are riddles to read and games to play.

- Writing: r, h, l, c, o, a.
- Phonics: r, h, l, c, o, a.

**INTEGRATION OF THEMES**

- SOCIAL JUSTICES

Learners can be made aware of different cultures/different people have different ways of celebrating e.g. birthdays. They must learn to accept these differences.

Educators Page

- Group work

1. Learners bring old birthday cards to school to discuss and analyse.

- How are they made? How are they folded? Shape?
- What makes them attractive? Pictures? Colours?
- What does the card say?
- Why are there open spaces?

2. Learners will make a rough sketch to design their own cards. They can decide:

- What to draw.
- What message they will send.
- How they are going to write their messages. (They can ask the teacher to write them lightly and they can print over the letters or make any other plans they can think of)

- What they will need. (Make a list of drawings of tools needed.) They collect and bring these.

3. They make their cards.

4. They show it to the class. Positive comments are encouraged when learners consider their friends' cards and maybe suggest improvements. Much praise is needed to encourage learners.

5. Display cards in the room.

LO 2

LO/AS 1.3

- Phonics

The following sounds are introduced in this learning unit. Follow the steps for each as set out in Learning Unit.

“r” as in rose

“h” as in house

“l” as in leg

“c” as in cat

“o” as in orange

“a” as in apple

- Writing

The correct letter formation is taught after the sound has been introduced. Learners decorate their patterns.

- Dictionary Pages

Words with two sounds are on one page. These words can be introduced when the second sound on the page has been taught. Keep these pages in flip-files. They will form their first dictionaries and learners can use the words for their own stories later.

- Vocabulary Pages

These are used for revising and consolidating new words learnt. Keep in flip-files for stories later.

- The teacher puts all these words on flash cards for revision games and quick recognition.

### 1.14.5 LEARNER SECTION

#### 1.14.6 Content

- I can read and draw:

---

Mr Mole lives underground.	Mr Mole has a train underground.
The Wise Old Owl sees everything.	The Wise Old Owl hears everything.

Figure 1.37

---

LO 2.8		LO 3.4.1	
--------	--	----------	--

Table 1.54



- I can cut and paste these stories

---

Mr Mole	
The Wise Old Owl	

Figure 1.38

---

 lives underground	sees everything
 has a train underground	hears everything

---

Figure 1.39

LO 1.1		LO 3.4.1	
LO 2.8		LO 4.3.7	

Table 1.55

- I can write and decorate these patterns

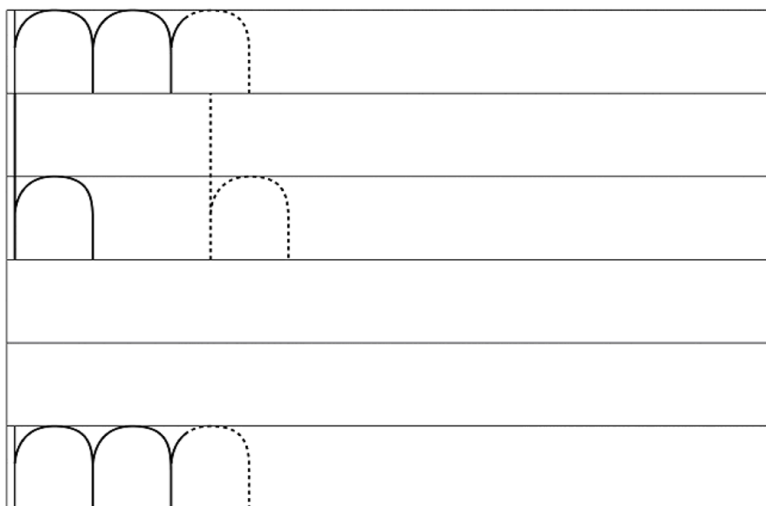


Figure 1.40

LO 4.1.1		LO 4.1.2		LO 4.1.3	
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Table 1.56

### 1.14.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.1:** We know this when the learner listens attentively to questions, instructions and announcements and responds appropriately;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.8:** We know this when the learner contributes to class discussions;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials (labels, stories, ect.) for different purposes;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.3:** We know this when the learner writes for different purposes:

4.3.7 fills in missing words to complete a sentence.

## 1.15 Willy has a Birthday 03<sup>15</sup>

### 1.15.1 ENGLISH HOME LANGUAGE

#### 1.15.2 Willy's Birthday Picnic

### 1.15.3 EDUCATOR SECTION

#### 1.15.4 Memorandum

##### 1.15.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

##### 1.15.4.2 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
<i>continued on next page</i>					

<sup>15</sup>This content is available online at <<http://cnx.org/content/m23108/1.1/>>.



	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
continued on next page					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					

8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

**Table 1.57****OVERVIEW MODULE 2: Willy's birthday picnic**

In this module Willy identifies with the learner as he celebrates his birthday. Different rituals are involved making learners sensitive to the variety of cultural and social behaviours in our country.

There are riddles to read and games to play.

- Writing: r, h, l, c, o, a.
- Phonics: r, h, l, c, o, a.

**INTEGRATION OF THEMES**

- **SOCIAL JUSTICES**

Learners can be made aware of different cultures/different people have different ways of celebrating e.g. birthdays. They must learn to accept these differences.

Educators Page

- Group work

1. Learners bring old birthday cards to school to discuss and analyse.

- How are they made? How are they folded? Shape?
- What makes them attractive? Pictures? Colours?
- What does the card say?
- Why are there open spaces?

2. Learners will make a rough sketch to design their own cards. They can decide:

- What to draw.
- What message they will send.
- How they are going to write their messages. (They can ask the teacher to write them lightly and they can print over the letters or make any other plans they can think of)
- What they will need. (Make a list of drawings of tools needed.) They collect and bring these.

3. They make their cards.

4. They show it to the class. Positive comments are encouraged when learners consider their friends' cards and maybe suggest improvements. Much praise is needed to encourage learners.

5. Display cards in the room.

LO 2

LO/AS 1.3

- Phonics

The following sounds are introduced in this learning unit. Follow the steps for each as set out in Learning Unit.

- “r” as in rose
- “h” as in house
- “l” as in leg
- “c” as in cat
- “o” as in orange
- “a” as in apple

- Writing

The correct letter formation is taught after the sound has been introduced. Learners decorate their patterns.

- Dictionary Pages

Words with two sounds are on one page. These words can be introduced when the second sound on the page has been taught. Keep these pages in flip-files. They will form their first dictionaries and learners can use the words for their own stories later.

- Vocabulary Pages

These are used for revising and consolidating new words learnt. Keep in flip-files for stories later.

- The teacher puts all these words on flash cards for revision games and quick recognition.

### 1.15.5 LEARNER SECTION

#### 1.15.6 Content

- Try these

Daddy builds a .....

Terry picks .....

Baby sleeps in her .....

Licky runs up the .....

Mummy cooks the .....

Willy lives .....

Walter helps .....

Sam plays in the .....

- Choose the right word. Write it in the sentence.

bed			Daddy
food		tree house	
	berries		water
tree		in the forest	

**Table 1.58**

LO 3.13		LO 3.4.1		LO 4.3.7	
---------	--	----------	--	----------	--

**Table 1.59**

Vocabulary Page

- We have learnt these words. Can you read them?

Mr Mole	lives	underground	has
a	train	The	Wise
Old	Owl	sees	everything
hears	Daddy	builds	tree
house	Mummy	cooks	the
food	Willy	lives	in
forest	Baby	sleeps	her
bed	Walter	helps	Licky
runs	up	Sam	plays
in	water	Terry	picks
berries	read	draw	write
chair	cupboard	window	door

**Table 1.60**

Choose one, colour.

**Figure 1.41**


---

LO 3.4.3		LO 4.6.4		LO 3.5.10	
----------	--	----------	--	-----------	--

**Table 1.61**

- I can read the stories and draw the pictures

New words

	with		climb		is	
and		sits		on		sun

Table 1.62

---

Mummy lives with Daddy in the tree house.	Sam and Terry climb up the tree.
Walter sleeps in the tree.	Willy plays with Licky.
Baby sits on the chair.	Licky sleeps in the sun.
Mr Mole picks berries.	The Wise Old Owl is up in the tree.

Figure 1.42

---

LO 3.4.1	
----------	--

Table 1.63

I can remember these stories

- Choose one to fit the story.



Sam and Terry play	underground in the water
Walter and Daddy build	door a tree house
Willy and Licky climb	up the tree sleep in the sun
Baby sleeps in her	water bed
Mummy picks	sun berries
Mr Mole lives	in the sun underground
The Wise Old Owl	lives with Mummy hears everything

Table 1.64

LO 3.4.1	
----------	--

Table 1.65

### 1.15.7 Assessment

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual cues to make meaning;

3.13 interprets information including simple tables and graphical images found in print, media and advertising such as calendars and rosters, HIV/AIDS posters;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

- reads simple written materials (labels, stories, ect.) for different purposes;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues context clues, and letter-sound relationships);

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.10 recognises some high-frequency sight words such as 'the', 'a', 'to', 'my', 'your', 'like' and including own name and print in the environment.

**Assessment Standard 4.3:** We know this when the learner writes for different purposes:

- fills in missing words to complete a sentence.

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.4 builds own word bank and personal dictionary.

## **1.16 Willy has a Birthday 04<sup>16</sup>**

### **1.16.1 ENGLISH HOME LANGUAGE**

### **1.16.2 Willy's Birthday Picnic**

### **1.16.3 EDUCATOR SECTION**

### **1.16.4 Memorandum**

#### **1.16.4.1 Introduction**

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### **1.16.4.2 Time scheduled for the modules 1 to 8**

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

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<sup>16</sup>This content is available online at <<http://cnx.org/content/m23164/1.1/>>.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
continued on next page					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					

8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

**Table 1.66****OVERVIEW MODULE 2: Willy's birthday picnic**

In this module Willy identifies with the learner as he celebrates his birthday. Different rituals are involved making learners sensitive to the variety of cultural and social behaviours in our country.

There are riddles to read and games to play.

- Writing: r, h, l, c, o, a.
- Phonics: r, h, l, c, o, a.

**INTEGRATION OF THEMES**

- **SOCIAL JUSTICES**

Learners can be made aware of different cultures/different people have different ways of celebrating e.g. birthdays. They must learn to accept these differences.

Educators Page

- Group work

1. Learners bring old birthday cards to school to discuss and analyse.

- How are they made? How are they folded? Shape?
- What makes them attractive? Pictures? Colours?
- What does the card say?
- Why are there open spaces?

2. Learners will make a rough sketch to design their own cards. They can decide:

- What to draw.
- What message they will send.
- How they are going to write their messages. (They can ask the teacher to write them lightly and they can print over the letters or make any other plans they can think of)
- What they will need. (Make a list of drawings of tools needed.) They collect and bring these.

3. They make their cards.

4. They show it to the class. Positive comments are encouraged when learners consider their friends' cards and maybe suggest improvements. Much praise is needed to encourage learners.

5. Display cards in the room.

LO 2

LO/AS 1.3

- Phonics

The following sounds are introduced in this learning unit. Follow the steps for each as set out in Learning Unit.

- “r” as in rose
- “h” as in house
- “l” as in leg
- “c” as in cat
- “o” as in orange
- “a” as in apple

- Writing

The correct letter formation is taught after the sound has been introduced. Learners decorate their patterns.

- Dictionary Pages

Words with two sounds are on one page. These words can be introduced when the second sound on the page has been taught. Keep these pages in flip-files. They will form their first dictionaries and learners can use the words for their own stories later.

- Vocabulary Pages

These are used for revising and consolidating new words learnt. Keep in flip-files for stories later.

- The teacher puts all these words on flash cards for revision games and quick recognition.

### 1.16.5 LEARNER SECTION

#### 1.16.6 Content

- A game to play with a friend.
- Take turns to read the names of the stations for Mr Mole.

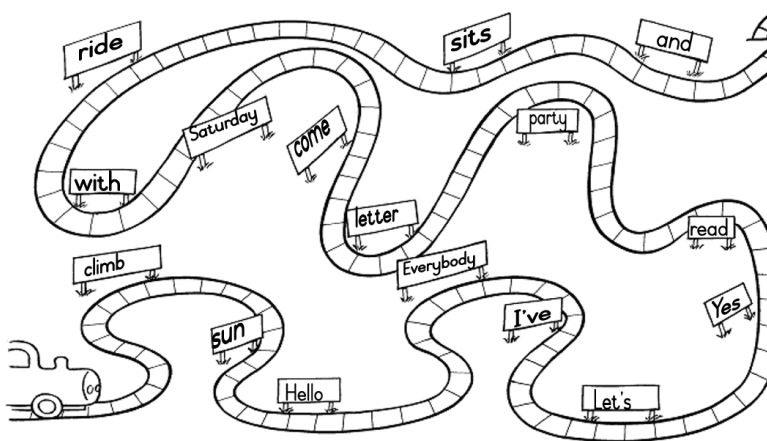


Figure 1.43



LO 3.4.3		LO 3.5.10	
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**Table 1.67**

- I can read and draw

1. I live in the forest.

I cook the food.

Who am I?

Draw me:

**Figure 1.44**


---

2. I can see everything.

I can hear everything.

Who am I?

Draw me:



**Figure 1.45**

---

3. I am 8 years old.  
I had a party.  
Who am I?  
Draw me:



**Figure 1.46**

---

4. I run up the tree.  
I love Willy.  
Who am I?

- Draw me:



**Figure 1.47**

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LO 1.4	
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**Table 1.68**

- My Dictionary Page

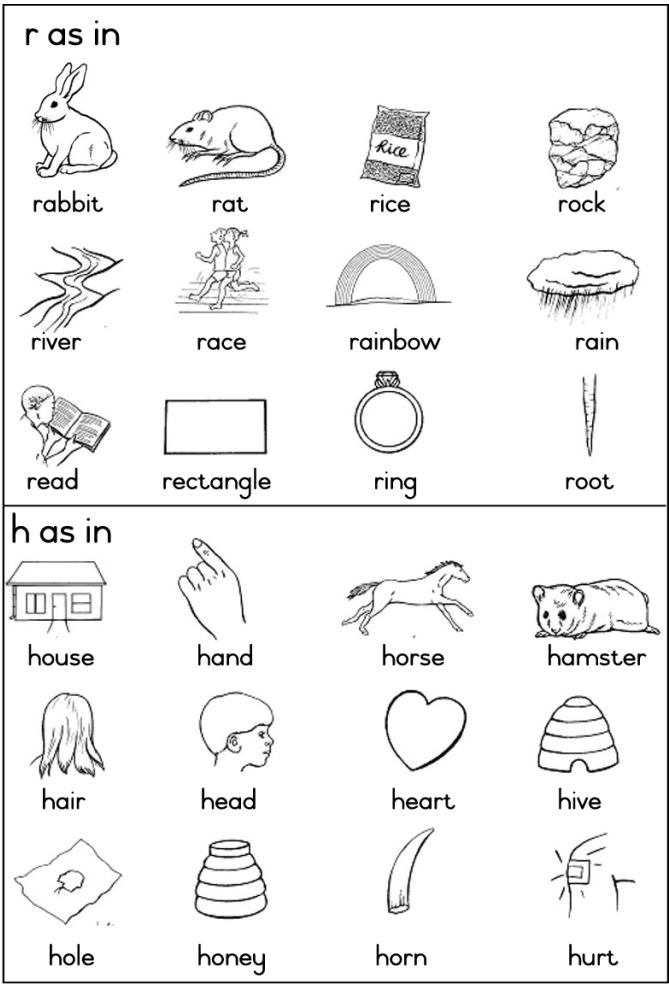


Figure 1.48

LO 1.6.1	LO 3.1	LO 4.6.4
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Table 1.69

- I can write and decorate the patterns

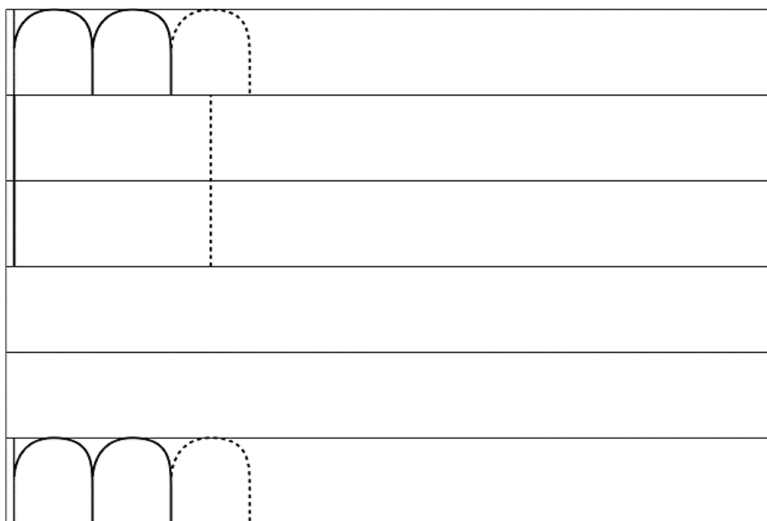


Figure 1.49

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 1.70

- Climb up the rope ladder for a piece of birthday cake. Draw something beginning with the sound.

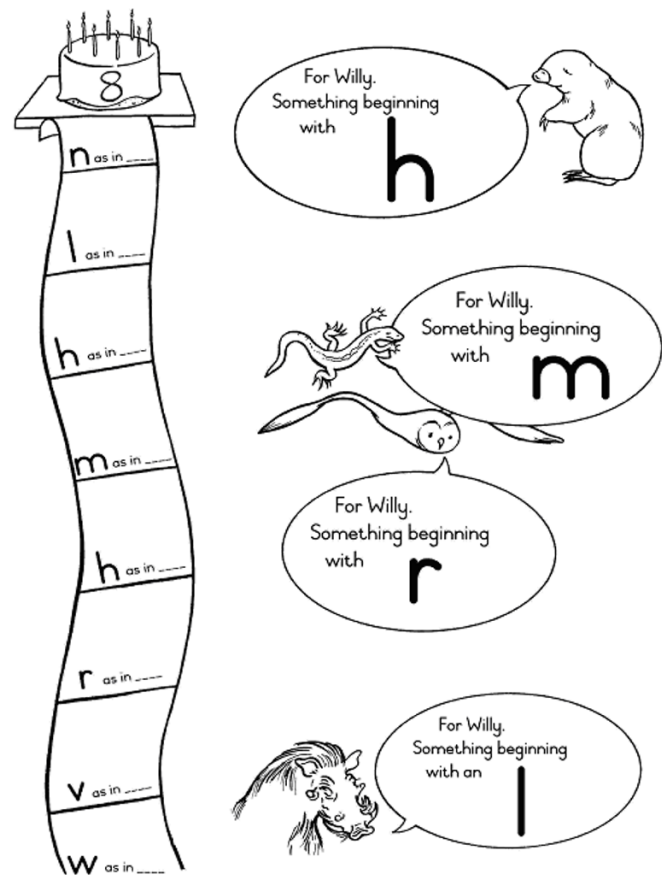


Figure 1.50

LO 1.6.1 LO 6.1

LO 1.6.1		LO 6.1	
----------	--	--------	--

Table 1.71

- Willy and family on picnic blanket under trees.

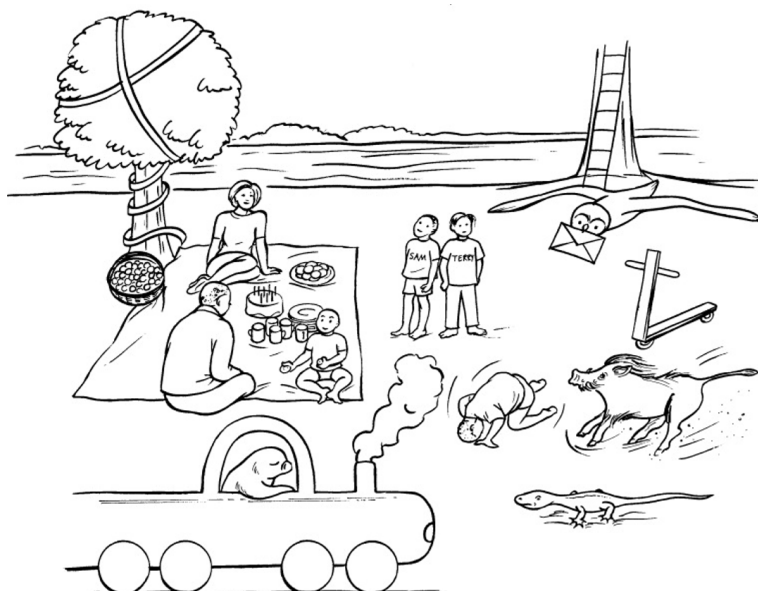


Figure 1.51

LO 1.3.6		LO 2.1		LO 2.7	
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Table 1.72

#### 1.16.6.1 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

1.3.6 answers open questions about the story;

**Assessment Standard 1.4:** We know this when the learner listens, enjoys and responds appropriately to riddles and jokes;

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner talks about personal experiences, feelings and news;

**Assessment Standard 2.7:** We know this when the learner tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual cues to make meaning;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues context clues, and letter-sound relationships);

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.10 recognises some high-frequency sight words such as ‘the’, ‘a’, ‘to’, ‘my’, ‘your’, ‘like’ and including own name and print in the environment.

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

- develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.4 builds own word bank and personal dictionary.

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.1:** We know this when the learner relates sounds to letters and words.

## 1.17 Willy has a Birthday 05<sup>17</sup>

### 1.17.1 ENGLISH HOME LANGUAGE

### 1.17.2 Willy’s Birthday Picnic

### 1.17.3 EDUCATOR SECTION

### 1.17.4 Memorandum

#### 1.17.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

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<sup>17</sup>This content is available online at <<http://cnx.org/content/m23346/1.1/>>.



#### 1.17.4.2 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
<i>continued on next page</i>					

3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
<i>continued on next page</i>					

6.	<ul style="list-style-type: none"> <li>• use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
<i>continued on next page</i>					

8.	<ul style="list-style-type: none"> <li>reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
<i>continued on next page</i>					

11.	<ul style="list-style-type: none"> <li>• explore education and career opportunities; and</li> </ul>				
12.	<ul style="list-style-type: none"> <li>• develop entrepreneurial opportunities.</li> </ul>				

**Table 1.73****OVERVIEW MODULE 2: Willy's birthday picnic**

In this module Willy identifies with the learner as he celebrates his birthday. Different rituals are involved making learners sensitive to the variety of cultural and social behaviours in our country.

There are riddles to read and games to play.

- Writing: r, h, l, c, o, a.
- Phonics: r, h, l, c, o, a.

**INTEGRATION OF THEMES**

- SOCIAL JUSTICES

Learners can be made aware of different cultures/different people have different ways of celebrating e.g. birthdays. They must learn to accept these differences.

Educators Page

- Group work

1. Learners bring old birthday cards to school to discuss and analyse.

- How are they made? How are they folded? Shape?
- What makes them attractive? Pictures? Colours?
- What does the card say?
- Why are there open spaces?

2. Learners will make a rough sketch to design their own cards. They can decide:

- What to draw.
- What message they will send.
- How they are going to write their messages. (They can ask the teacher to write them lightly and they can print over the letters or make any other plans they can think of)
- What they will need. (Make a list of drawings of tools needed.) They collect and bring these.

3. They make their cards.

4. They show it to the class. Positive comments are encouraged when learners consider their friends' cards and maybe suggest improvements. Much praise is needed to encourage learners.

5. Display cards in the room.

LO 2

LO/AS 1.3

- Phonics

The following sounds are introduced in this learning unit. Follow the steps for each as set out in Learning Unit.

- “r” as in rose
- “h” as in house
- “l” as in leg
- “c” as in cat
- “o” as in orange
- “a” as in apple

- Writing

The correct letter formation is taught after the sound has been introduced. Learners decorate their patterns.

- Dictionary Pages

Words with two sounds are on one page. These words can be introduced when the second sound on the page has been taught. Keep these pages in flip-files. They will form their first dictionaries and learners can use the words for their own stories later.

- Vocabulary Pages

These are used for revising and consolidating new words learnt. Keep in flip-files for stories later.

- The teacher puts all these words on flash cards for revision games and quick recognition.

### 1.17.5 LEARNER SECTION

#### 1.17.6 Content

##### 1.17.6.1 Willy’s Party

At last it is time for Willy’s party. He can’t wait for his friends to arrive. Mummy Wop has baked the most delicious cakes and Sam and Terry have picked a basket of berries to make berry juice. Now they are all sitting on the picnic blanket waiting for their friends.

Do you still remember that the Wops don’t give each other birthday presents? They each bring Willy a wish, which they write on a piece of paper. These wishes Willy will put under his pillow. The Wops believe that these wishes will come true.

The first one to arrive is Licky. Willy loves him very much and he is pleased to see him. Licky gives Willy his wish. His wish is that Willy will find a red river stone every day. Willy is delighted!

Walter the warthog arrives next. He was busy in the forest helping the swallows to collect sticks for their nests and he thought he was going to be late for the party. He rushed along so fast that he charged into Willy who went rolling over and over. Walter’s wish was that Willy would never again fall off his scooter. Willy has had many falls and that is why he is very pleased with this wish.

Mr Mole and the Wise Old Owl also arrived with their wishes. Willy loves to have his friends with him. They play hide and seek, Blind Man’s Buff and laugh and play the whole day. They are so tired and now they have to go home.

Before he closes his eyes Willy also makes a wish. “I wish that every day will be as happy as this one was,” he said.

- A poem to read and decorate

### Three Wishes

I wish, I wish that I could be  
 A little bird up in the tree.  
 I'd look for the tiniest little mouse.  
 And find the path to Willy's tree house.  
 I wish, I wish that I could go  
 On the underground of Mr Mole.  
 I'd wave to all as we go past,  
 Like a roller coaster we'd go so fast.  
 I wish, I wish that Willy could be  
 Here in my house and play with me.  
 We'd visit the zoo and the city park too  
 And he'd teach me all the things he can do!  
 Things to do:

- Take a piece of paper and try and fold a bird.
- What is a roller coaster? Have you been on one? Draw one.
- Go for a visit to the zoo and the park. Draw them.
- Build Mr Mole's train.

LO 1.1		LO 1.3	
LO 2.8		LO 5.1.2	

**Table 1.74**

- Draw them or paste them. Tell your friends.



**Figure 1.52**

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LO 1.1		LO 1.2	
LO 2.8		LO 2.8.3	

Table 1.75

- I can write and decorate the patterns

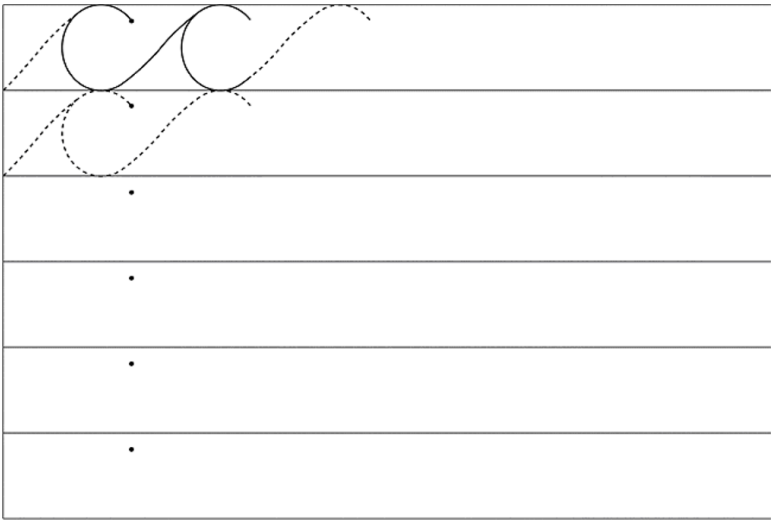


Figure 1.53

LO 4.1.1		LO 4.1.2		LO 4.1.3	
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Table 1.76

- I can write and decorate the patterns.



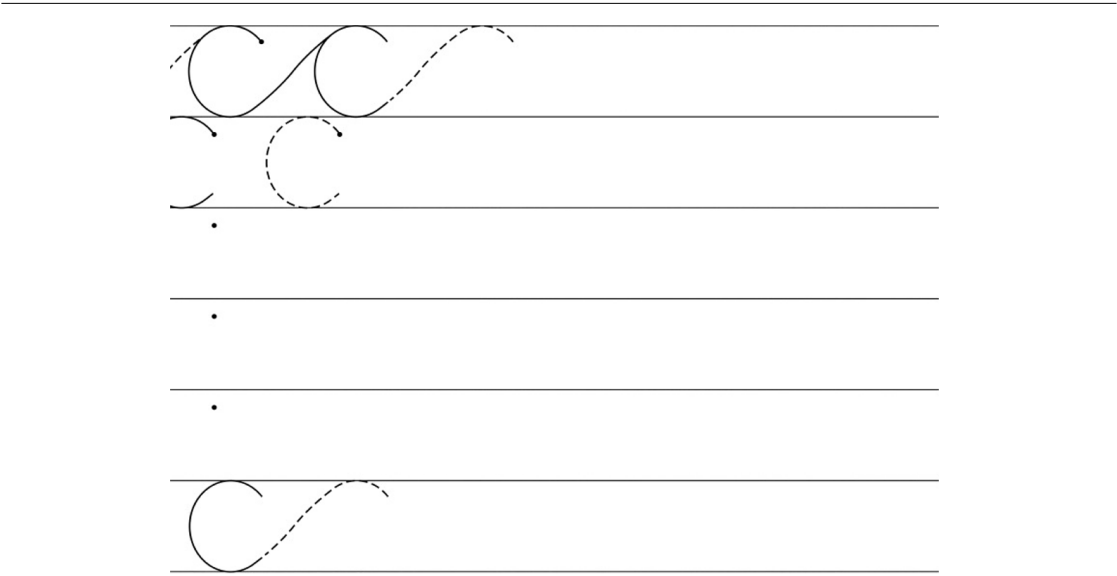


Figure 1.54

LO 4.1.1		LO 4.1.2		LO 4.1.3	
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Table 1.77

## 1.17.6.2 Dictionary Page

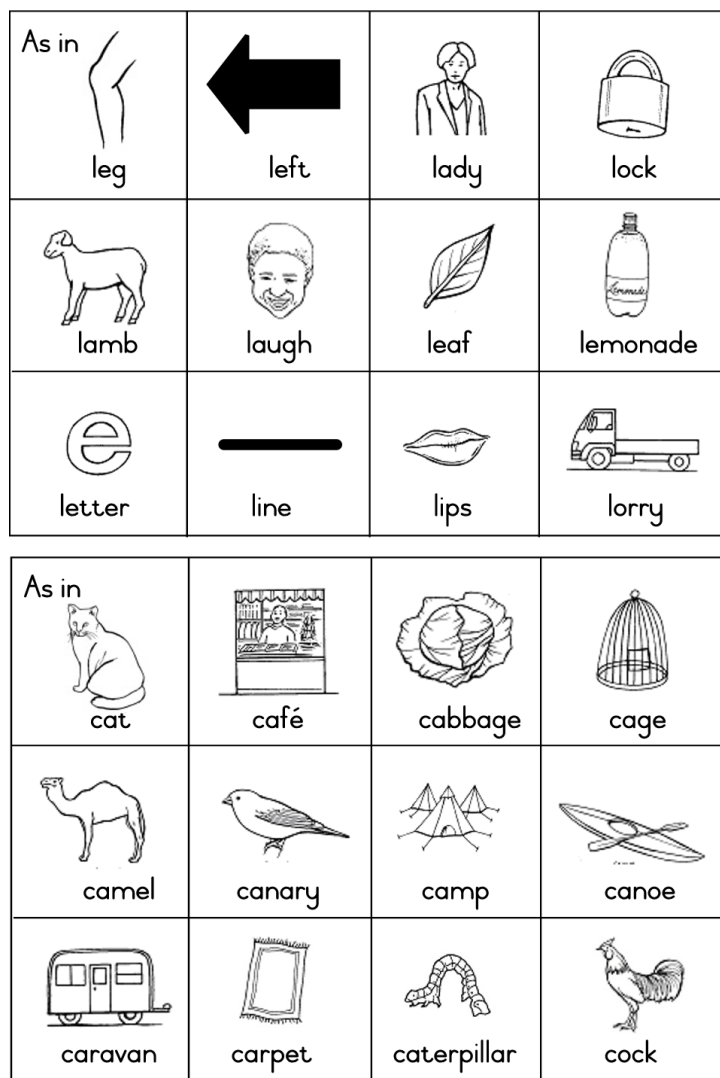


Figure 1.55

LO 3.1	LO 4.6.4	LO 3.4.3	LO 3.5.10	
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Table 1.78

## 1.17.6.3 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.1:** We know this when the learner listens attentively to questions, instructions and announcements and responds appropriately;

**Assessment Standard 1.2:** We know this when the learner demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak, and asking questions for clarification;

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.8:** We know this when the learner contributes to class discussions;  
2.8.3 responds to questions asked by listeners.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual cues to make meaning;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues context clues, and letter-sound relationships);

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.10 recognises some high-frequency sight words such as ‘the’, ‘a’, ‘to’, ‘my’, ‘your’, ‘like’ and including own name and print in the environment.

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

- develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.4 builds own word bank and personal dictionary.

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.1:** We know this when the learner uses language to develop concepts:

5.1.2 understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level.

## 1.18 Willy has a Birthday 06<sup>18</sup>

### 1.18.1 ENGLISH HOME LANGUAGE

### 1.18.2 Willy’s Birthday Picnic

### 1.18.3 EDUCATOR SECTION

### 1.18.4 Memorandum

#### 1.18.4.1 Introduction

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through

<sup>18</sup>This content is available online at <<http://cnx.org/content/m23348/1.1/>>.

the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### 1.18.4.2 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

	Critical and developmental outcomes (CO):	Module 1	Module 2	Module 3	Module 4
	The learners must be able to:				
1.	<ul style="list-style-type: none"> <li>identify and solve problems and make decisions using critical and creative thinking;</li> </ul>	9, 13, 14, 15, 20, 21.	7, 12, 17, 21.	14, 22, 30.	
<i>continued on next page</i>					

2.	<ul style="list-style-type: none"> <li>work effectively with others as members of a team, group, organisation and community;</li> </ul>	2, 3, 4, 8, 15, 18, 25, 35.	5, 18, 20.	1, 12, 21, 32, 33.	
3.	<ul style="list-style-type: none"> <li>organise and manage themselves and their activities responsibly and effectively;</li> </ul>	12, 13, 2, 26, 27, 37.	2, 7, 9, 11, 25.	6, 7, 8, 15.	
4.	<ul style="list-style-type: none"> <li>collect, analyse, organise and critically evaluate information;</li> </ul>	19.	14, 20.		
<i>continued on next page</i>					

5.	<ul style="list-style-type: none"> <li>communicate effectively using visual, symbolic and/or language skills in various modes;</li> </ul>	7, 9, 12, 16, 17	14.	1, 3, 8, 9.	
6.	<ul style="list-style-type: none"> <li>use science and technology effectively and critically showing responsibility towards the environment and the health of others;</li> </ul>	19.	3,20.		
<i>continued on next page</i>					

7.	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;</li> </ul>	15, 19, 21, 29, 34.		30.	
8.	<ul style="list-style-type: none"> <li>• reflect on and explore a variety of strategies to learn more effectively;</li> </ul>	14, 15, 31.	2, 5, 7, 13, 14, 15, 29.	22, 27, 28, 29.	
<i>continued on next page</i>					

9.	<ul style="list-style-type: none"> <li>participate as responsible citizens in the life of local, national, and global communities;</li> </ul>				
10.	<ul style="list-style-type: none"> <li>be culturally and aesthetically sensitive across a range of social contexts;</li> </ul>		1, 19	E-8	
11.	<ul style="list-style-type: none"> <li>explore education and career opportunities; and</li> </ul>				
<i>continued on next page</i>					



12.	<ul style="list-style-type: none"> <li>develop entrepreneurial opportunities.</li> </ul>				
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**Table 1.79****OVERVIEW MODULE 2: Willy's birthday picnic**

In this module Willy identifies with the learner as he celebrates his birthday. Different rituals are involved making learners sensitive to the variety of cultural and social behaviours in our country.

There are riddles to read and games to play.

- Writing: r, h, l, c, o, a.
- Phonics: r, h, l, c, o, a.

**INTEGRATION OF THEMES**

- SOCIAL JUSTICES

Learners can be made aware of different cultures/different people have different ways of celebrating e.g. birthdays. They must learn to accept these differences.

Educators Page

- Group work

1. Learners bring old birthday cards to school to discuss and analyse.

- How are they made? How are they folded? Shape?
- What makes them attractive? Pictures? Colours?
- What does the card say?
- Why are there open spaces?

2. Learners will make a rough sketch to design their own cards. They can decide:

- What to draw.
- What message they will send.
- How they are going to write their messages. (They can ask the teacher to write them lightly and they can print over the letters or make any other plans they can think of)

- What they will need. (Make a list of drawings of tools needed.) They collect and bring these.

3. They make their cards.

4. They show it to the class. Positive comments are encouraged when learners consider their friends' cards and maybe suggest improvements. Much praise is needed to encourage learners.

5. Display cards in the room.

LO 2

LO/AS 1.3

- Phonics

The following sounds are introduced in this learning unit. Follow the steps for each as set out in Learning Unit.

"r" as in rose

"h" as in house

"l" as in leg

"c" as in cat

"o" as in orange

"a" as in apple

- Writing

The correct letter formation is taught after the sound has been introduced. Learners decorate their patterns.

- Dictionary Pages

Words with two sounds are on one page. These words can be introduced when the second sound on the page has been taught. Keep these pages in flip-files. They will form their first dictionaries and learners can use the words for their own stories later.

- Vocabulary Pages

These are used for revising and consolidating new words learnt. Keep in flip-files for stories later.

The teacher puts all these words on flash cards for revision games and quick recognition.

### 1.18.5 LEARNER SECTION

#### 1.18.6 Content

- I can read and draw:



**Figure 1.56**

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Everybody brings Willy a wish.



Figure 1.57

He puts them under his pillow.

LO 3.4.1	
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Table 1.80

- I can write and decorate the patterns.

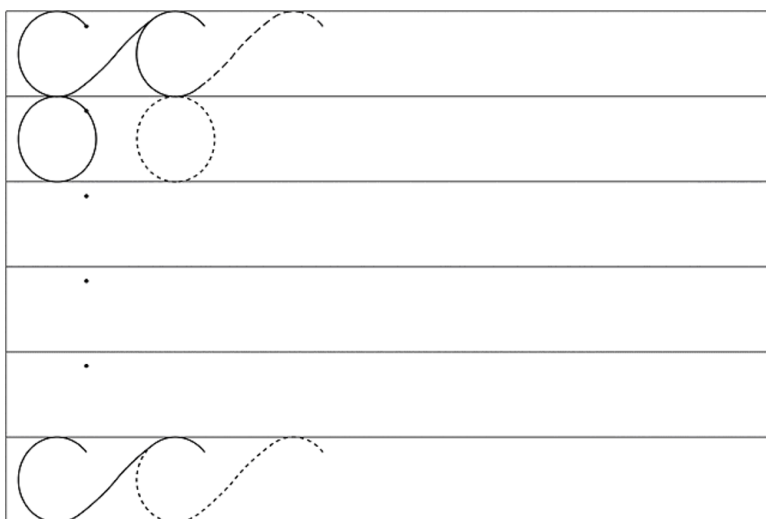


Figure 1.58

LO 4.1.1		LO 4.1.2		LO 4.1.3	
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Table 1.81

- I can write and decorate the patterns.

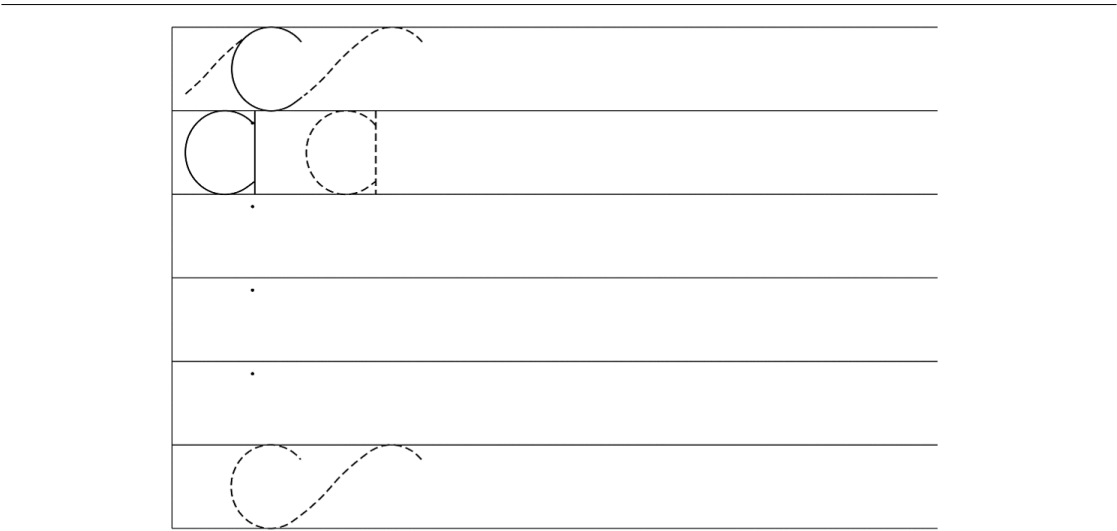








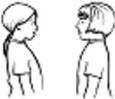


Figure 1.59

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LO 4.1.1		LO 4.1.2		LO 4.1.3	
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Table 1.82

## 1.18.6.1 My Dictionary Page

As in  orange	 ostrich	 oxo	 olive
 object	 office	 opposite	 ox
 oxygen			













As in  apple	 anchor	 ankle	 aquarium
 ash	 athlete	 ass	 asparagus
 antler	 antique	 anxious	 alphabet

Figure 1.60

LO 1.6.1	LO 3.4.3
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Table 1.83

Let's light up Willy's birthday tree.

- Say the sound and draw a picture.

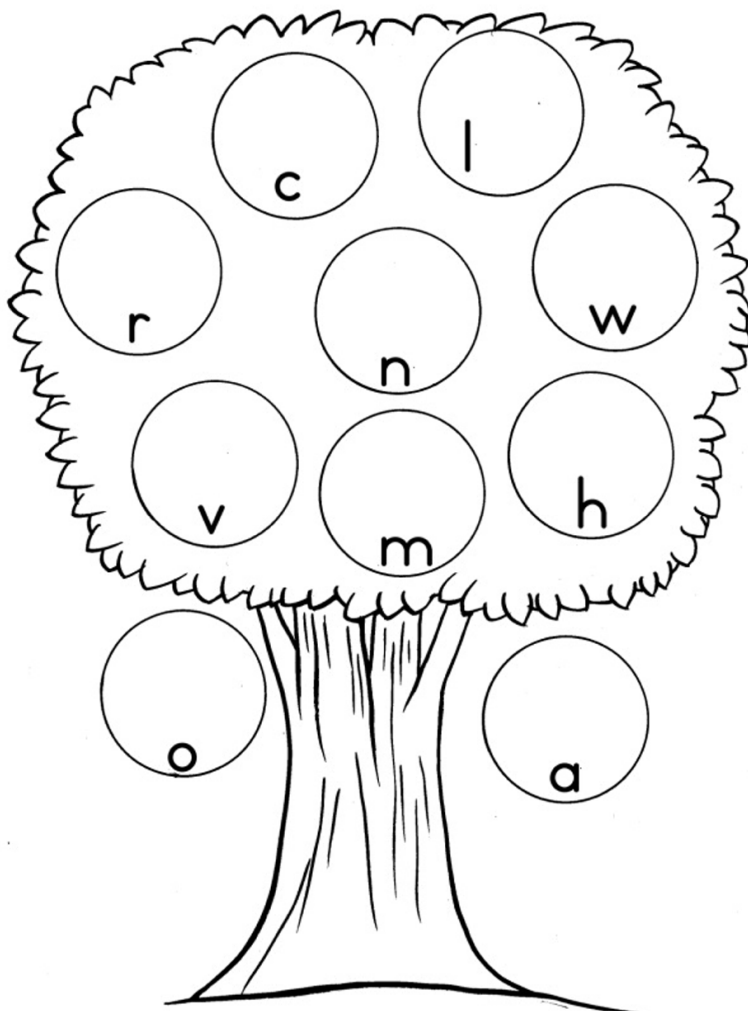


Figure 1.61

LO 1.6.1		LO 6.1	
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Table 1.84

### 1.18.6.2 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials (labels, stories, ect.) for different purposes;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues context clues, and letter-sound relationships);

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

- develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully;

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.1:** We know this when the learner relates sounds to letters and words.





# Chapter 2

## Term 2

### 2.1 The Toobies<sup>1</sup>

#### 2.1.1 ENGLISH HOME LANGUAGE

#### 2.1.2 Let's go Underground

#### 2.1.3 EDUCATOR SECTION

#### 2.1.4 Memorandum

Educator's page:

The sounds to be introduced in this module are:- k as in kite; b as in ball; p as in pipe; s as in snake; f as in fox; e as in egg; d as in donkey; g as in gate.

The learner should, at the end of Module 3, be able to recognise all these sounds, namely, a, b, c, d, e, f, g, h, k, l, m, n, o, p, r, s, v, w.

Daily revision of these sounds is essential, as well as assessing individually to see whether some learners are confused. If so – re-teach those sounds, play flash card games with them, match sound to picture until they know them all fluently.

Matching sound to picture can be done in the following way.

a o g n On a card. Match pictures to card

h b f p

l v c e

w r k d

Word building is to be introduced only with sounds already learnt.

This is a slow process that needs much practice. Listening and identifying the beginning as well as the last letters should precede word building, e.g. "Listen to the word; what can you hear first? Cat. What can you hear last?" The educator will emphasize the letter to be identified, e.g. cat. Many examples can be given. Use 3-letter words.

As soon as learners can identify the beginning and the last letters, let them listen for the middle letter, again emphasizing it, e.g. cat.

Reading

Learners have, at the end of Module 3, learnt to read and recognise  $\pm 100$  words.

Here again much repetition and frequent consolidation is necessary. Use the vocabulary pages in the modules. Learners can read these words to one another, in pairs, in small groups and at home. Many games can also be devised for consolidating these words.

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m23354/1.1/>>.

Encourage the learners to make up their own stories (sentences) orally, using these words. They can be encouraged to write these sentences – at first perhaps one a day – and then to illustrate them. Their stories will become longer depending on the amount of practice they get in using the vocabulary for their own stories. Also encourage them to use the new words, which were introduced when the new sound was taught. If they also “read” through these pages regularly, they will soon have a large amount of words with which to make their own new “stories”.

The game: The “friend’s” card can be cut off, making two loose cards. The educator can make other cards with words that need to be practised.

The educator needs to photostat the cards 1, 2, 3 and 4 for extra copies, which are cut up, for the small cards. These small cards are shuffled and learners take turns to pick them up, read them and match the word on the small card to the word on their card. The learner covers his/her card with the small card. The one who has covered his/her whole card first is the winner.

- Learners look at pictures of Toobies
- Read the story.

## OVERVIEW

Willy’s friends are the Toobies who live in tunnels in the grasslands. The rains begin and flood out the underground railway. The wise old owl suggests they ask the Toobies to help them dig a new tunnel.

They are stories to read, birthday cards to make and problems to discuss.

- Writing and phonics: **k, b, p, s, f, e, d, g.**
- Wordbuilding: **ba, cb, da, ha, ra, ma, pa, sa, la.**

Integration of themes

- Social Justice

Learners can become involved in helping people who are victims of disasters like floods.

- A healthy environment

Learners realise that rain is important for Nature and Man.

- Human Rights

### 2.1.5 Everyone has a right to pure, clean water.

### 2.1.6 LEARNER SECTION

#### 2.1.7 Content

##### 2.1.7.1 The Toobies

Can you still remember how to get to Willy’s tree house? You remember you have to cross the river, follow the winding path up the mountain and then find the path that leads you to the forest where the Wops live.

If you walk ever so carefully into the forest and you are as quiet as a mouse you just might be lucky to see a Toobie. But you would have to look very carefully because Toobies are very shy and oh, so tiny.

The Toobies don’t live in the forest. They live in the grasslands before you get to the forest. Because there is so much grass and so few trees the Toobies do not live in tree houses. It would have been difficult for them each to find a tree and they probably would have argued about the trees. No, the Toobies live in tunnels underground.

These tunnels are not ordinary tunnels. Neither are they rabbit holes. Their tunnels are made into beautiful little rooms and their tunnels are ever so clean. It is not easy to dig a Toobie tunnel and it takes them a long time to build such a tunnel. Sometimes the moles help them.

You may think the Toobies' tunnels are cold, dark and damp. No, the moles make sure there are enough ventilation holes for fresh air and everywhere in the tunnels there are tiny lamps which are kept burning and which light up the tunnels.

Questions

1. Do you think you would like the Toobies to be your friends too? Give your reasons.
2. Have you ever seen a Toobie? Tell the class.
3. Who can remember where the Toobies live?
4. Are they like the Wops family? Give your reasons.
5. Explain the words: ordinary; argued; ventilation.
6. Use your own words to say what the Toobies look like.

LO 1.3.1		LO 2.8.1	
LO 1.3.6		LO 2.2	

**Table 2.1**

- A poem to listen to.
- Learn a part of it.

### 2.1.7.2 The Tiny Toobies



**Figure 2.1**

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Do you want to know  
Where the Toobies live?  
The teeny, tiny Toobies?  
Then follow me .....



Figure 2.2

---

Through tunnels underground –  
Hush! Don't make a sound,  
To the grasslands low  
Where the poppies bloom  
And the winds don't blow.

---



Figure 2.3

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The teeny, tiny Toobies  
Are a friendly lot  
But shy as shy can be!  
They hide away  
Round every bend –  
Unless of course  
You are their friend.



**Figure 2.4**

---

The moon is up  
They're out to play.  
Gather round and take a peep!  
But, when the sun comes up  
At break of day  
They scatter and hide,  
Stay safe inside  
Their tunnel homes so deep.  
G.J.M.

LO 1.3.1		LO 2.3	
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**Table 2.2**

#### Vocabulary Page

- Keep in your file.
- Read the words.

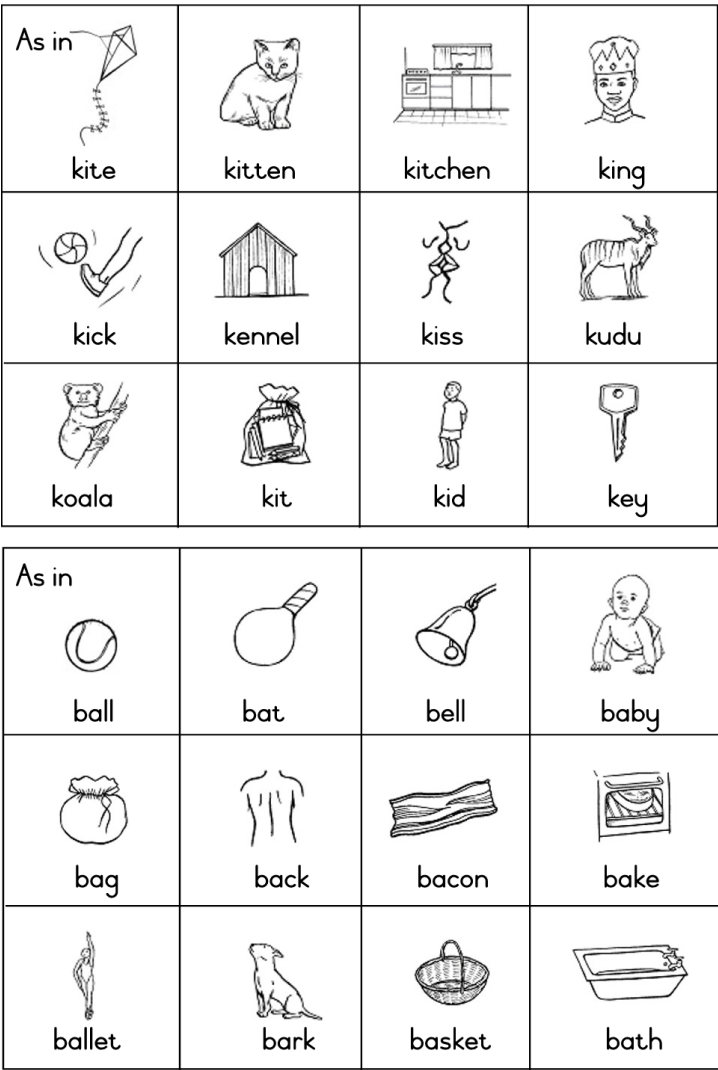


Figure 2.5

LO 1.6.1	LO 3.2.4	LO 3.4.1
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Table 2.3

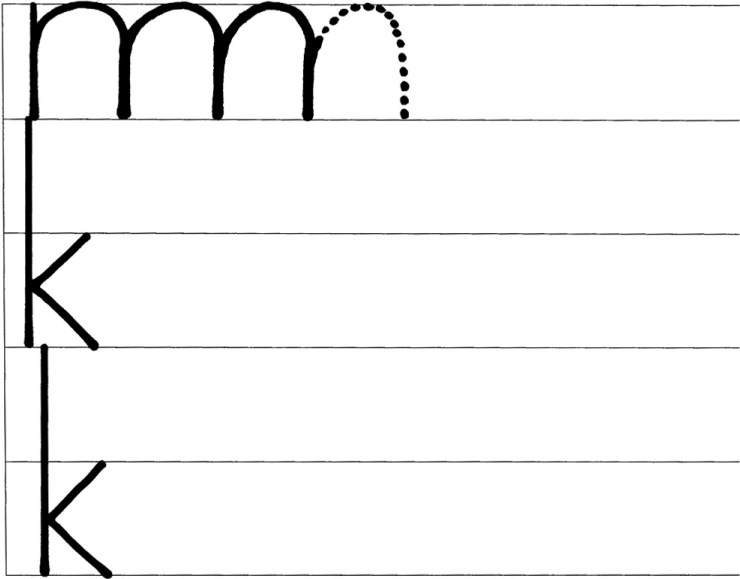


Figure 2.6

LO 4.1.1		LO 4.1.2		LO 4.1.3	
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Table 2.4

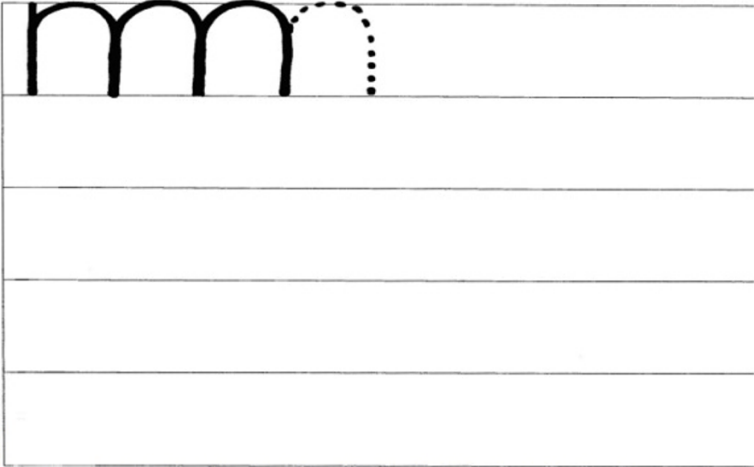


Figure 2.7

LO 4.1.1		LO 4.1.2		LO 4.1.3	
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Table 2.5

### 2.1.8 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

1.3.1 listens for the main idea and important details in the story;

1.3.6 answers open questions about the story;

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.2:** We know this when the learner communicates ideas using interesting descriptions and action words;

**Assessment Standard 2.3:** We know this when the learner sings, recites, acts out and mimes songs, poems and rhymes;

**Assessment Standard 2.8:** We know this when the learner contributes to class and group discussions;

2.8.1 by taking turns, asking questions and showing sensitivity to the rights and feelings of others.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.2:** We know this when the learner role-play reading:

3.2.4 uses pictures to construct ideas;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials (labels, stories, etc.) for different purposes;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully.

## 2.2 Disaster!<sup>2</sup>

### 2.2.1 ENGLISH HOME LANGUAGE

#### 2.2.2 Let's go Underground

#### 2.2.3 EDUCATOR SECTION

#### 2.2.4 Memorandum

Educator's page:

The sounds to be introduced in this module are:- k as in kite; b as in ball; p as in pipe; s as in snake; f as in fox; e as in egg; d as in donkey; g as in gate.

<sup>2</sup>This content is available online at <<http://cnx.org/content/m23356/1.1/>>.



The learner should, at the end of Module 3, be able to recognise all these sounds, namely, a, b, c, d, e, f, g, h, k, l, m, n, o, p, r, s, v, w.

Daily revision of these sounds is essential, as well as assessing individually to see whether some learners are confused. If so – re-teach those sounds, play flash card games with them, match sound to picture until they know them all fluently.

Matching sound to picture can be done in the following way.

a o g n On a card. Match pictures to card

h b f p

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Word building is to be introduced only with sounds already learnt.

This is a slow process that needs much practice. Listening and identifying the beginning as well as the last letters should precede word building, e.g. “Listen to the word; what can you hear first? Cat. What can you hear last?” The educator will emphasize the letter to be identified, e.g. cat. Many examples can be given. Use 3-letter words.

As soon as learners can identify the beginning and the last letters, let them listen for the middle letter, again emphasizing it, e.g. cat.

Reading

Learners have, at the end of Module 3, learnt to read and recognise  $\pm 100$  words.

Here again much repetition and frequent consolidation is necessary. Use the vocabulary pages in the modules. Learners can read these words to one another, in pairs, in small groups and at home. Many games can also be devised for consolidating these words.

Encourage the learners to make up their own stories (sentences) orally, using these words. They can be encouraged to write these sentences – at first perhaps one a day – and then to illustrate them. Their stories will become longer depending on the amount of practice they get in using the vocabulary for their own stories. Also encourage them to use the new words, which were introduced when the new sound was taught. If they also “read” through these pages regularly, they will soon have a large amount of words with which to make their own new “stories”.

The game: The “friend’s” card can be cut off, making two loose cards. The educator can make other cards with words that need to be practised.

The educator needs to photostat the cards 1, 2, 3 and 4 for extra copies, which are cut up, for the small cards. These small cards are shuffled and learners take turns to pick them up, read them and match the word on the small card to the word on their card. The learner covers his/her card with the small card. The one who has covered his/her whole card first is the winner.

- Read the story. Ask questions about the content, vocabulary, and expressions and take note of the learner’s ability to listen attentively and to answer questions.

## OVERVIEW

Willy’s friends are the Toobies who live in tunnels in the grasslands. The rains begin and flood out the underground railway. The wise old owl suggests they ask the Toobies to help them dig a new tunnel.

They are stories to read, birthday cards to make and problems to discuss.

- Writing and phonics: **k, b, p, s, f, e, d, g.**
- Wordbuilding: **ba, cb, da, ha, ra, ma, pa, sa, la.**

## Integration of themes

- Social Justice

Learners can become involved in helping people who are victims of disasters like floods.

- A healthy environment

Learners realise that rain is important for Nature and Man.

- Human Rights

### 2.2.5 Everyone has a right to pure, clean water.

### 2.2.6 LEANER SECTION

### 2.2.7 Content

#### 2.2.7.1 Disaster!

Daddy Wop is very worried – very, very worried. Actually all the Wops are worried. Something terrible has happened!

It has been raining very hard in the forest. So much that Mr Mole’s underground train tunnel has flooded! Something like this has never happened before. Even the Wise Old Owl cannot remember such heavy rains ever falling in the forests. Now the Wops are desperate! You see, they cannot move out of the forest because the underground tunnels are flooded. They can’t reach the shops! Some Wops haven’t been to the shops for two weeks! Their food supply is very low. The Wops must have a new tunnel. They must have a new tunnel immediately, but how will they manage this?

The Wise Old Owl has asked everyone in the forest to come and help dig a new tunnel, but there are too few moles and the tunnel must be a long one, a strong one, a sturdy one and it must be dug quickly. Willy and all the other Wops help, but they are not used to building tunnels and they get tired very quickly. How on earth are they going to manage? Who will come and help the Wops?

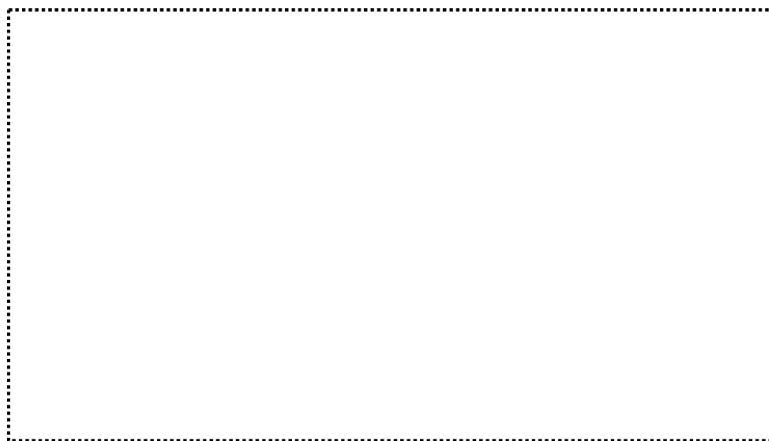
(To be continued)

- What do you think? Who will help the Wops build a new tunnel? (Get as many suggestions as possible – Listen to the reasons they give.)

LO 1.2		LO 1.3.6	
LO 1.3.1		LO 2.8	

**Table 2.6**

- I can read and draw.



**Figure 2.8**

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Tiny is a little Toobie.She has blue eyes



**Figure 2.9**

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Tiny likes to talk to the big green frog.

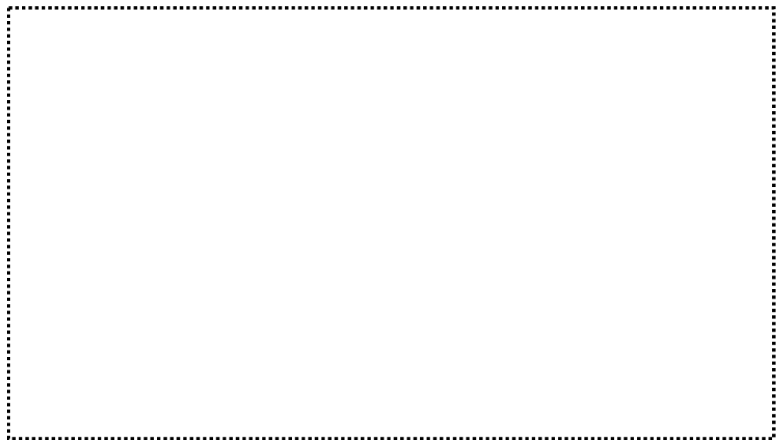


Figure 2.10

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Tuck is her brother.He plays with Tiny

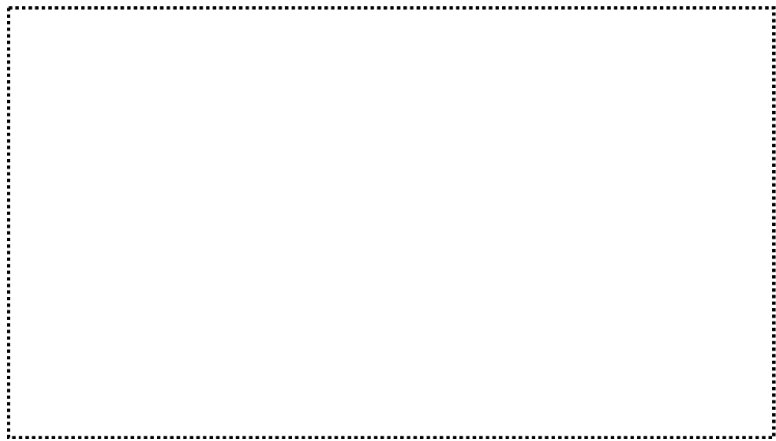


Figure 2.11

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Tuck catches two yellow butterflies.

LO 3.1.2		LO 3.4.1		LO 3.3.1	
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Table 2.7

- Choose the words to make the story.

- Join them.

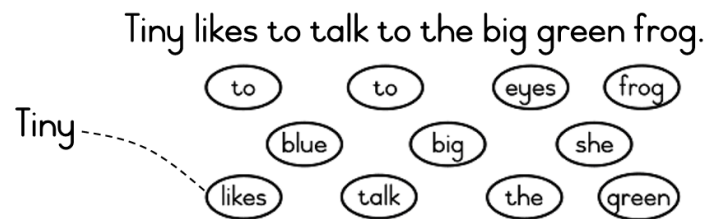
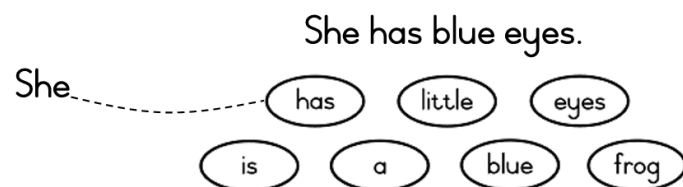
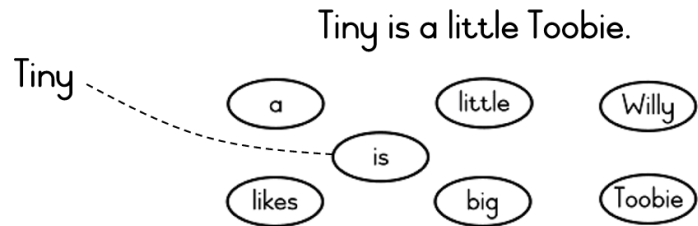


Figure 2.12

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LO 3.4.1	
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Table 2.8

- Choose the words to make the story.
- Join them.

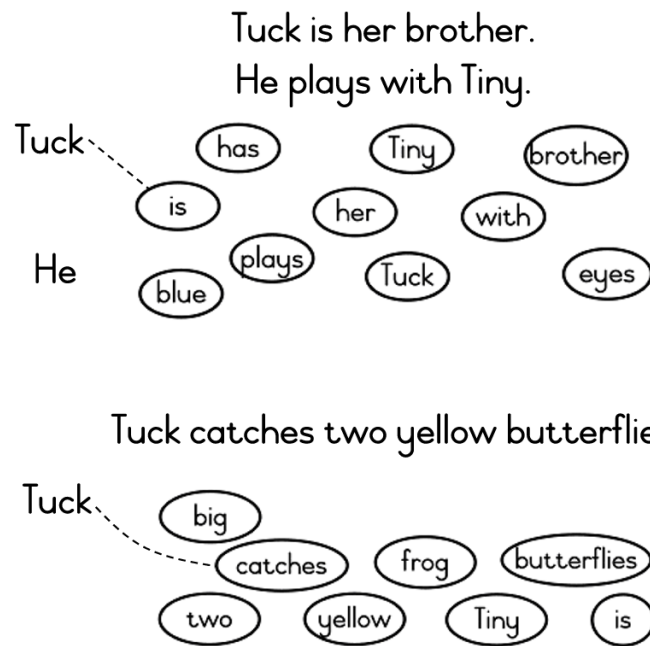


Figure 2.13

- Write.

LO 3.4.1	
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Table 2.9

- Vocabulary Page
- Keep in your file.
- Read the words.

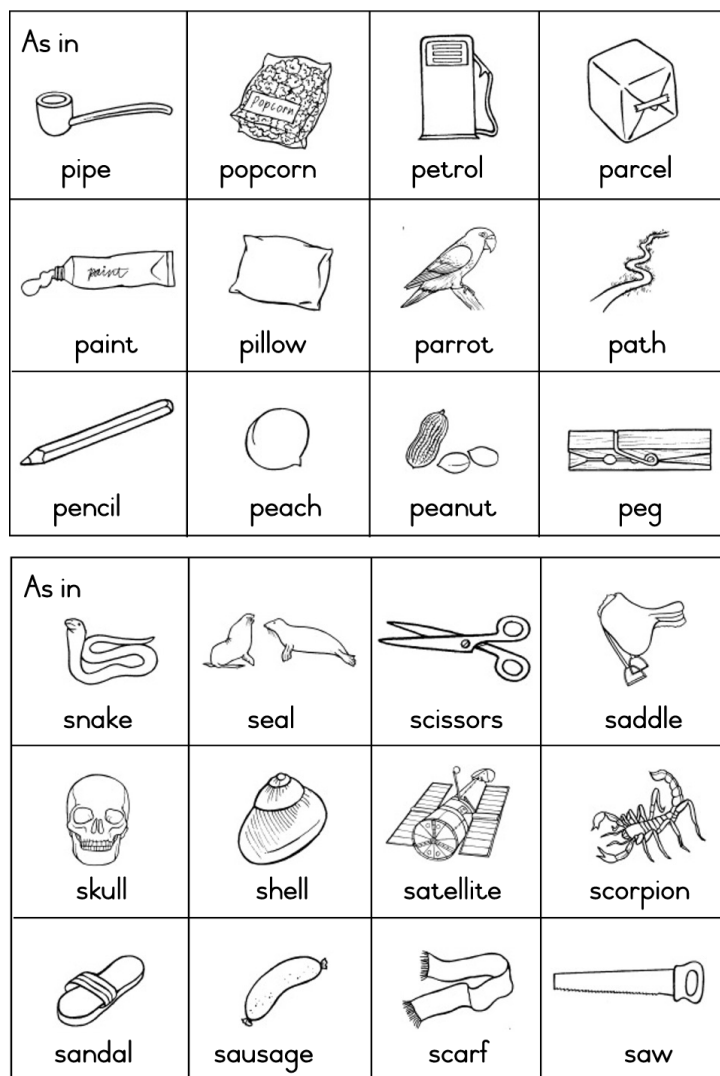


Figure 2.14

LO 1.6.1		LO 3.2.4		LO 3.4.1	
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Table 2.10

### 2.2.8 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.2:** We know this when the learner demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak, and asking questions for clarification;

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

1.3.1 listens for the main idea and important details in the story;

1.3.6 answers open questions about the story;

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

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**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.8:** We know this when the learner contributes to class and group discussions;

2.8.1 by taking turns, asking questions and showing sensitivity to the rights and feelings of others.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual clues to make meaning:

3.1.2 uses illustrations to interpret the meaning of stories, and tells a story;

**Assessment Standard 3.2:** We know this when the learner role-play reading:

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**Assessment Standard 3.3:** We know this when the learner makes meaning of written text:

3.3.1 reads a story with the teacher and discusses the main idea;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials (labels, stories, etc.) for different purposes.

## 2.3 Let's go Underground - Wise Old Owl has a plan<sup>3</sup>

### 2.3.1 ENGLISH HOME LANGUAGE

### 2.3.2 Let's go Underground

### 2.3.3 EDUCATOR SECTION

### 2.3.4 Memorandum

Educator's page:

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w r k d

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you hear last?” The educator will emphasize the letter to be identified, e.g. cat. Many examples can be given. Use 3-letter words.

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#### Reading

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- Ask questions.
- Let the learners predict what could happen.
- Let them give a reason to explain how the Toobies are able to build tunnels so quickly.
- What do they think of the Wise Old Owl?

## 2.3.5 LEARNER SECTION

### 2.3.6 Content

- Read the story.
- The story continues.

#### 2.3.6.1 Wise Old Owl has a plan

Yes, the Wise Old Owl came up with a brilliant plan! “Go and ask the Toobies to help you,” he said. “There is nobody who can build tunnels faster than the Toobies!”

“Yes! Yes!” said everybody. “The Toobies live in tunnels and there are many moles where they live,” said Willy Wop. “Perhaps they will all come and help us!”

So off went Willy Wop, with Licky Lizard on his shoulder. He jumped onto Walter the Warthog’s neck, grabbed hold of his horns and away they went – as fast as lightning – to the Toobies!

(To be continued)

LO 1.3.6	LO 2.4	
LO 1.3.7	LO 5.2.1	

**Table 2.11**

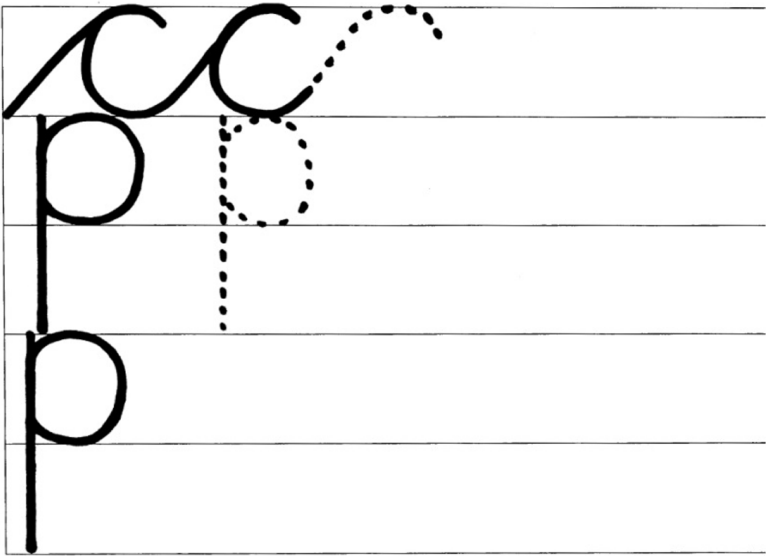


Figure 2.15

LO 4.1.1	LO 4.1.2	LO 4.1.3	
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Table 2.12

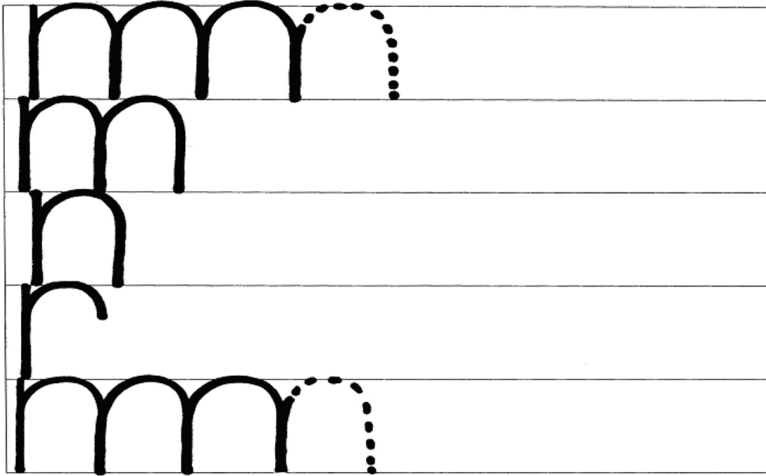


Figure 2.16

LO 4.1.1		LO 4.1.2		LO 4.1.3	
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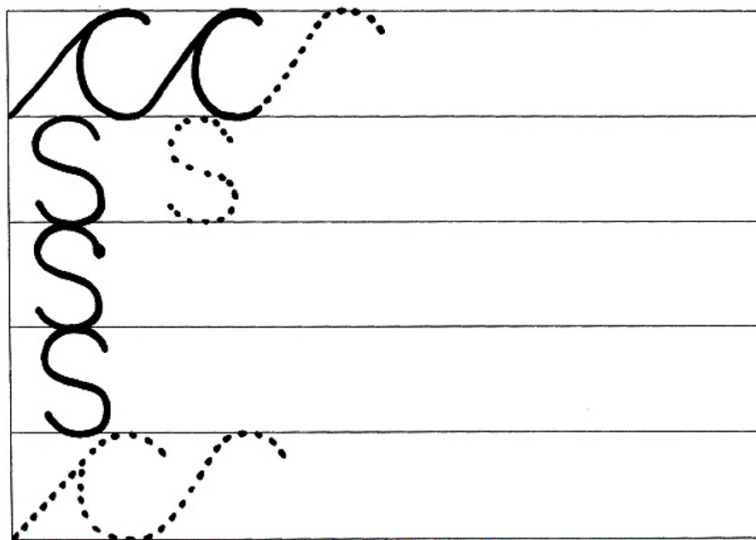
**Table 2.13**

- Listen to the poem.
- Learn it and read it.
- Decorate your page.

### 2.3.6.2 Rain! Rain! Rain!

It's raining here,  
 It's raining there,  
 It's raining all around.  
 It's raining everywhere!  
 Wise Old Owl,  
 What shall we do?  
 Where shall we go?  
 Now the mall is flooded too!  
 "Te Whit Te Whoo-oooo  
 Te Whit Te Whoo-oooo  
 Ask the Toobies  
 To come and help you-oooo"  
 G.J.M.

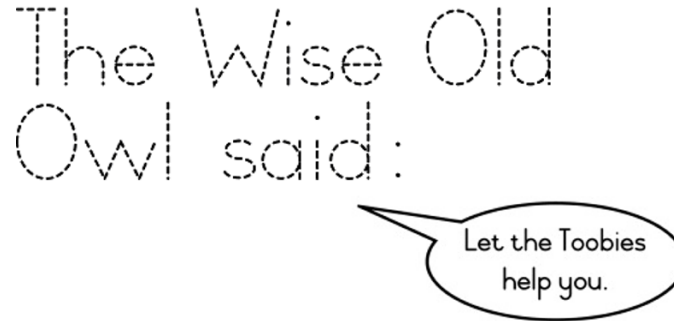
LO 1.3		LO 2.3	
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**Table 2.14****Figure 2.17**

LO 4.1.1		LO 4.1.2		LO 4.1.3	
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**Table 2.15**

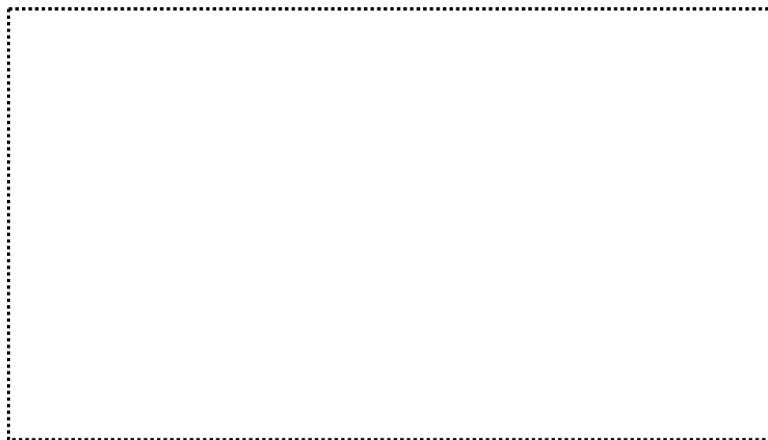
- Read and write.

**Figure 2.18**

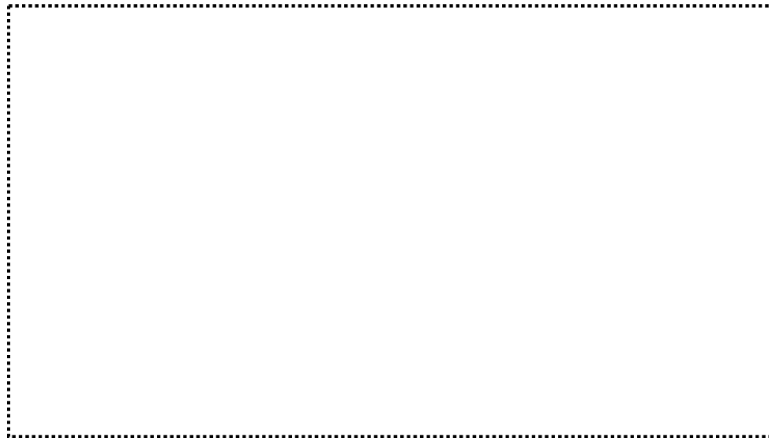
The Wise Old Owl said:  
“Let the Toobies help you.”

- Read and draw.

So Willy Wops and Licky Lizard went to find the Toobies.

**Figure 2.19**

Walter Warthog took them as fast as lightning.



**Figure 2.20**

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LO 3.1.2		LO 3.3.1		LO 3.4.1	
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**Table 2.16**

- Choose the words to make the story.

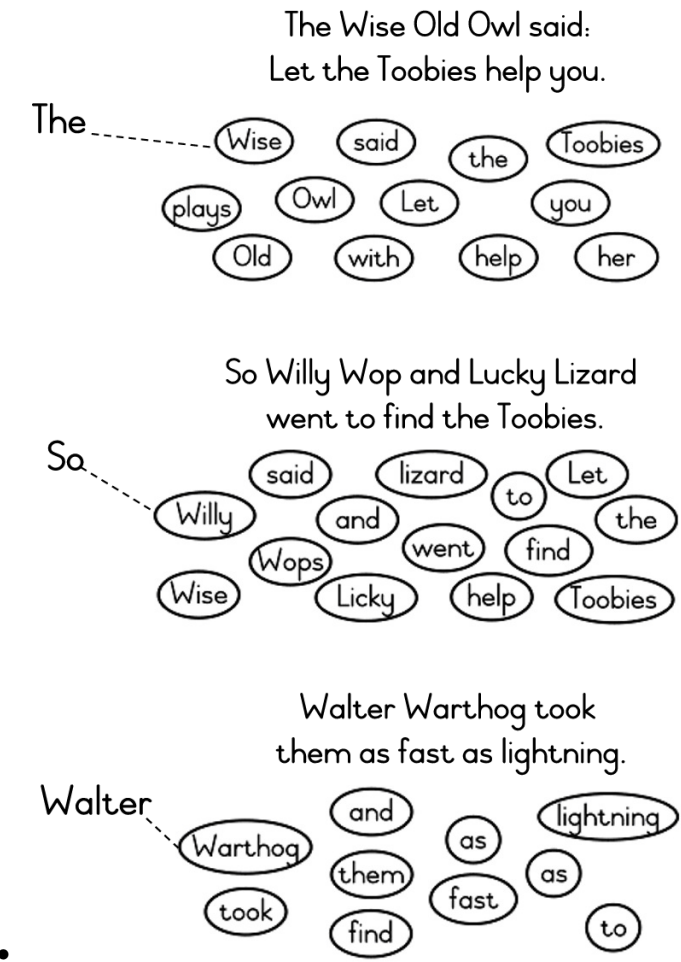


Figure 2.21

Join them.

LO 3.4.1	
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Table 2.17

2.3.7 Assessment

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**Assessment Standard 2.3:** We know this when the learner sings, recites, acts out and mimes songs, poems and rhymes;

**Assessment Standard 2.4:** We know this when the learner uses language imaginatively for fun and fantasy;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual clues to make meaning;

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**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully.

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning, such as cause and effect.

## 2.4 Let's go Underground - Toobies dig a tunnel<sup>4</sup>

### 2.4.1 ENGLISH HOME LANGUAGE

### 2.4.2 Let's go Underground

### 2.4.3 EDUCATOR SECTION

### 2.4.4 Memorandum

Educator's page:

The sounds to be introduced in this module are:- k as in kite; b as in ball; p as in pipe; s as in snake; f as in fox; e as in egg; d as in donkey; g as in gate.

The learner should, at the end of Module 3, be able to recognise all these sounds, namely, a, b, c, d, e, f, g, h, k, l, m, n, o, p, r, s, v, w.

Daily revision of these sounds is essential, as well as assessing individually to see whether some learners are confused. If so – re-teach those sounds, play flash card games with them, match sound to picture until they know them all fluently.

Matching sound to picture can be done in the following way.

a o g n On a card. Match pictures to card

h b f p

l v c e

w r k d

Word building is to be introduced only with sounds already learnt.

This is a slow process that needs much practice. Listening and identifying the beginning as well as the last letters should precede word building, e.g. "Listen to the word; what can you hear first? Cat. What can

<sup>4</sup>This content is available online at <<http://cnx.org/content/m23363/1.1/>>.

you hear last?” The educator will emphasize the letter to be identified, e.g. cat. Many examples can be given. Use 3-letter words.

As soon as learners can identify the beginning and the last letters, let them listen for the middle letter, again emphasizing it, e.g. cat.

#### Reading

Learners have, at the end of Module 3, learnt to read and recognise  $\pm 100$  words.

Here again much repetition and frequent consolidation is necessary. Use the vocabulary pages in the modules. Learners can read these words to one another, in pairs, in small groups and at home. Many games can also be devised for consolidating these words.

Encourage the learners to make up their own stories (sentences) orally, using these words. They can be encouraged to write these sentences – at first perhaps one a day – and then to illustrate them. Their stories will become longer depending on the amount of practice they get in using the vocabulary for their own stories. Also encourage them to use the new words, which were introduced when the new sound was taught. If they also “read” through these pages regularly, they will soon have a large amount of words with which to make their own new “stories”.

The game: The “friend’s” card can be cut off, making two loose cards. The educator can make other cards with words that need to be practised.

The educator needs to photostat the cards 1, 2, 3 and 4 for extra copies, which are cut up, for the small cards. These small cards are shuffled and learners take turns to pick them up, read them and match the word on the small card to the word on their card. The learner covers his/her card with the small card. The one who has covered his/her whole card first is the winner.

- Ask questions.
- Let the learners predict what could happen.
- Let them give a reason to explain how the Toobies are able to build tunnels so quickly.
- What do they think of the Wise Old Owl?

## 2.4.5 LEARNER SECTION

### 2.4.6 Content

- Draw a picture of the Toobies digging tunnels to help the Wops.





**Figure 2.22**

---

- Make a sentence with these words to match your picture.



**Figure 2.23**

---

- Write it.













LO 4.2.1		LO 4.2.2	
----------	--	----------	--

**Table 2.18**

#### **2.4.6.1**

#### **2.4.6.2 Vocabulary Page**

- Keep in your file.
- Read the words.

As in  fox	 fairy	 father	 face
 family	 fan	 fig	 feather
 fish	 flower	 fork	 field













As in  egg	 ear	 elbow	 elephant
 Eskimo	 envelope	 egg beater	 entrance
 pencil	 bell	 belt	 explode

Figure 2.24

LO1.6.1	LO 3.2.4
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Table 2.19

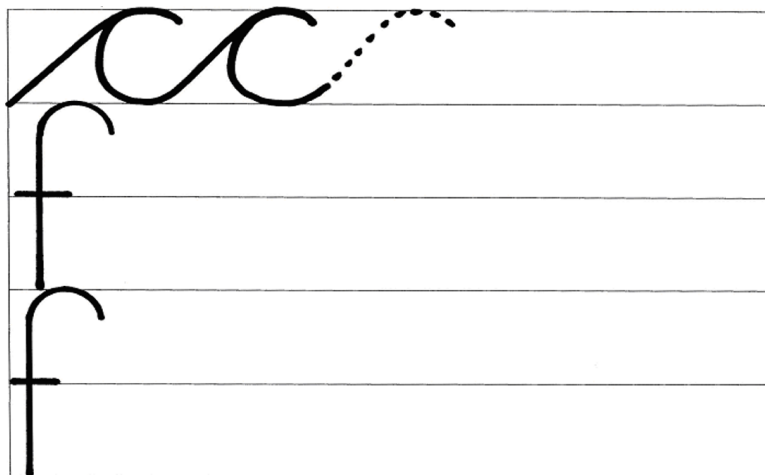


Figure 2.25

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LO 4.1.1	LO 4.1.2	LO 4.1.3	
----------	----------	----------	--

Table 2.20

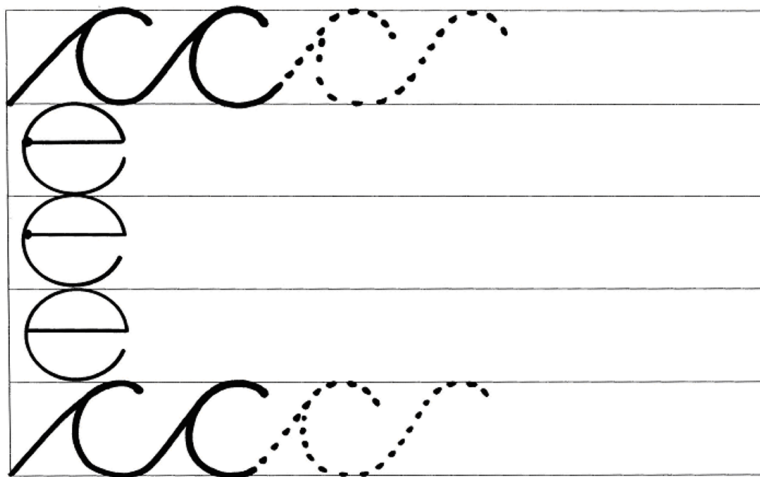


Figure 2.26

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LO 4.1.1	LO 4.1.2	LO 4.1.3	
----------	----------	----------	--

Table 2.21

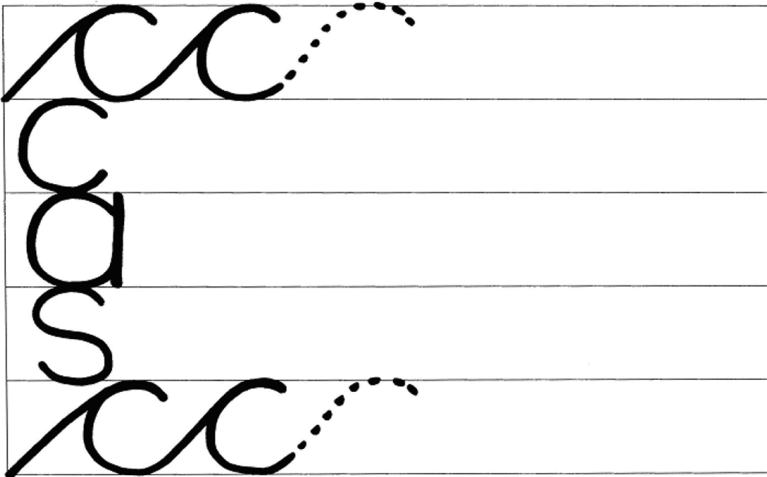


Figure 2.27

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 2.22

2.4.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.2:** We know this when the learner role-play reading:

3.2.4 uses pictures to construct ideas;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully.

**Assessment Standard 4.2:** We know this when the learner does pre-writing:

4.2.1 creates and uses drawings as a focus for writing;

4.2.2 responds to a picture by writing simple sentences.

## 2.5 Let's go Underground - Will the Toobies help?<sup>5</sup>

### 2.5.1 ENGLISH HOME LANGUAGE

### 2.5.2 Let's go Underground

### 2.5.3 EDUCATOR SECTION

### 2.5.4 Memorandum

Educator's page:

The sounds to be introduced in this module are:- k as in kite; b as in ball; p as in pipe; s as in snake; f as in fox; e as in egg; d as in donkey; g as in gate.

The learner should, at the end of Module 3, be able to recognise all these sounds, namely, a, b, c, d, e, f, g, h, k, l, m, n, o, p, r, s, v, w.

Daily revision of these sounds is essential, as well as assessing individually to see whether some learners are confused. If so – re-teach those sounds, play flash card games with them, match sound to picture until they know them all fluently.

Matching sound to picture can be done in the following way.

a o g n On a card. Match pictures to card

h b f p

l v c e

w r k d

Word building is to be introduced only with sounds already learnt.

This is a slow process that needs much practice. Listening and identifying the beginning as well as the last letters should precede word building, e.g. "Listen to the word; what can you hear first? Cat. What can you hear last?" The educator will emphasize the letter to be identified, e.g. cat. Many examples can be given. Use 3-letter words.

As soon as learners can identify the beginning and the last letters, let them listen for the middle letter, again emphasizing it, e.g. cat.

Reading

Learners have, at the end of Module 3, learnt to read and recognise  $\pm 100$  words.

Here again much repetition and frequent consolidation is necessary. Use the vocabulary pages in the modules. Learners can read these words to one another, in pairs, in small groups and at home. Many games can also be devised for consolidating these words.

Encourage the learners to make up their own stories (sentences) orally, using these words. They can be encouraged to write these sentences – at first perhaps one a day – and then to illustrate them. Their stories will become longer depending on the amount of practice they get in using the vocabulary for their own stories. Also encourage them to use the new words, which were introduced when the new sound was taught. If they also "read" through these pages regularly, they will soon have a large amount of words with which to make their own new "stories".

The game: The "friend's" card can be cut off, making two loose cards. The educator can make other cards with words that need to be practised.

The educator needs to photostat the cards 1, 2, 3 and 4 for extra copies, which are cut up, for the small cards. These small cards are shuffled and learners take turns to pick them up, read them and match the word on the small card to the word on their card. The learner covers his/her card with the small card. The one who has covered his/her whole card first is the winner.

- Ask questions.
- Let the learners predict what could happen.
- Let them give a reason to explain how the Toobies are able to build tunnels so quickly.

---

<sup>5</sup>This content is available online at <<http://cnx.org/content/m23365/1.1/>>.

- What do they think of the Wise Old Owl?

Discussion:

- Let the learners suggest answers to all Mother Wop's questions.
- Have any of them heard of floods in our country? Or seen floods on television?
- Let them talk about their experiences and how floods affect people as well as nature.
- A project can be launched in school by the Grade 1's to help those in need, e.g. they can collect tinned foods, blankets, clothes, etc. and send/take them to the needy.

LO 1.3.7		LO 2.2		LO 2.6	
----------	--	--------	--	--------	--

**Table 2.23**

## 2.5.5 LEANER SECTION

### 2.5.6 Content

- Read further:

#### 2.5.6.1 Will the Toobies help?

Well, Willy Wop stayed away for four days! Mummy Wop and Daddy Wop were extremely worried.

"Where are they?" she asked.

"Why aren't they back? What will they eat? Where will they sleep?"

Eventually Willy, Licky and Walter arrived back. Willy felt like a hero! He had such good news. The Toobies were on their way! Some of them had stayed behind to begin digging from their side.

The Toobies were also bringing food with them. The Wops were very pleased with the good news, especially about the food. Some of them had no more food left and they were very hungry.

That evening the Wops and all the creatures of the forest sang and danced around the fire till late at night.

They sang:

We'll sing and dance

The whole night through

For the Toobies are coming

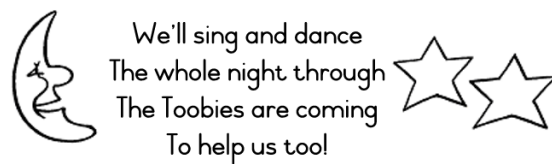
To help us too.

Even the moon seemed to be smiling down at them where he sat, high up in the sky!

LO 1.2		LO 1.3		LO 2.3	
--------	--	--------	--	--------	--

**Table 2.24**

- Listen to the song of the creatures of the forest.
- Read the words.
- Sing the song with the creatures of the forest. Make up your own tune.
- You can even dance around with them.



**Figure 2.28**

---

- Draw all the creatures of the forest and the Wops dancing around the fire.
- Talk to a friend about your picture.



**Figure 2.29**

---

LO 1.3.2		LO 2.3	
----------	--	--------	--

**Table 2.25**

- The caterpillars and the earthworms forgot the words of the song.
- Cut out the words.
- Arrange them in the right order on the next page.

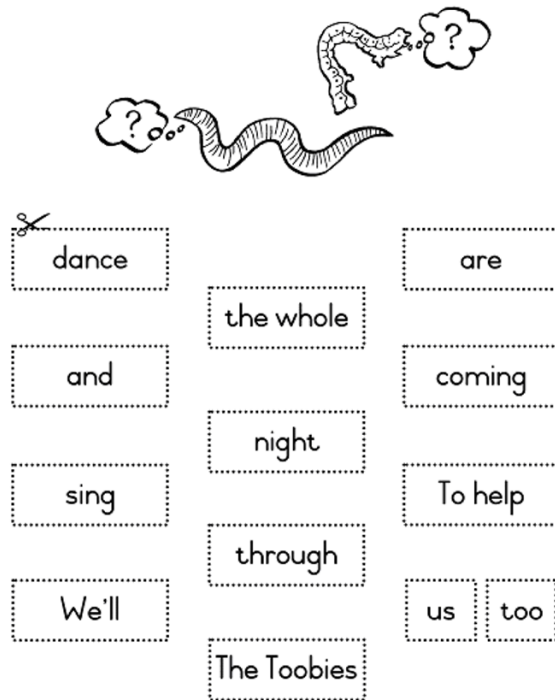


Figure 2.30

We'll	

Figure 2.31



- Read your song.
- Decorate your page.

LO 1.3.8	LO 3.3.1	LO 4.2	
----------	----------	--------	--

Table 2.26

## 2.5.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

1.3.2 acts out parts of the story, song or rhyme;

1.3.7 expresses feelings about the story;

1.3.8 expresses feelings about the story;

**Learning Outcome 2: SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.2:** We know this when the learner communicates ideas using interesting descriptions and action words;

**Assessment Standard 2.3:** We know this when the learner sings, recites, acts out and mimes songs, poems and rhymes;

**Assessment Standard 2.6:** We know this when the learner recounts in sequence personal experiences;

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.3:** We know this when the learner makes meaning of written text:

3.3.1 reads a story with the teacher and discusses the main idea;

**Learning Outcome 4: WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.2:** We know this when the learner does pre-writing.

## 2.6 Let's go Underground - The last chapter<sup>6</sup>

### 2.6.1 ENGLISH HOME LANGUAGE

### 2.6.2 Let's go Underground

### 2.6.3 EDUCATOR SECTION

### 2.6.4 Memorandum

Educator's page:

The sounds to be introduced in this module are:- k as in kite; b as in ball; p as in pipe; s as in snake; f as in fox; e as in egg; d as in donkey; g as in gate.

The learner should, at the end of Module 3, be able to recognise all these sounds, namely, a, b, c, d, e, f, g, h, k, l, m, n, o, p, r, s, v, w.

Daily revision of these sounds is essential, as well as assessing individually to see whether some learners are confused. If so – re-teach those sounds, play flash card games with them, match sound to picture until they know them all fluently.

<sup>6</sup>This content is available online at <<http://cnx.org/content/m23368/1.1/>>.

Matching sound to picture can be done in the following way.

a o g n On a card. Match pictures to card

h b f p

l v c e

w r k d

Word building is to be introduced only with sounds already learnt.

This is a slow process that needs much practice. Listening and identifying the beginning as well as the last letters should precede word building, e.g. “Listen to the word; what can you hear first? Cat. What can you hear last?” The educator will emphasize the letter to be identified, e.g. cat. Many examples can be given. Use 3-letter words.

As soon as learners can identify the beginning and the last letters, let them listen for the middle letter, again emphasizing it, e.g. cat.

Reading

Learners have, at the end of Module 3, learnt to read and recognise  $\pm 100$  words.

Here again much repetition and frequent consolidation is necessary. Use the vocabulary pages in the modules. Learners can read these words to one another, in pairs, in small groups and at home. Many games can also be devised for consolidating these words.

Encourage the learners to make up their own stories (sentences) orally, using these words. They can be encouraged to write these sentences – at first perhaps one a day – and then to illustrate them. Their stories will become longer depending on the amount of practice they get in using the vocabulary for their own stories. Also encourage them to use the new words, which were introduced when the new sound was taught. If they also “read” through these pages regularly, they will soon have a large amount of words with which to make their own new “stories”.

The game: The “friend’s” card can be cut off, making two loose cards. The educator can make other cards with words that need to be practised.

The educator needs to photostat the cards 1, 2, 3 and 4 for extra copies, which are cut up, for the small cards. These small cards are shuffled and learners take turns to pick them up, read them and match the word on the small card to the word on their card. The learner covers his/her card with the small card. The one who has covered his/her whole card first is the winner.

- Ask questions.
- Let the learners predict what could happen.
- Let them give a reason to explain how the Toobies are able to build tunnels so quickly.
- What do they think of the Wise Old Owl?

Discussion:

- Let the learners suggest answers to all Mother Wop’s questions.
- Have any of them heard of floods in our country? Or seen floods on television?
- Let them talk about their experiences and how floods affect people as well as nature.
- A project can be launched in school by the Grade 1’s to help those in need, e.g. they can collect tinned foods, blankets, clothes, etc. and send/take them to the needy.

LO 1.3.7		LO 2.2		LO 2.6	
----------	--	--------	--	--------	--

Table 2.27

### 2.6.5 LEARNER SECTION

#### 2.6.6 Content

- Read the last chapter of the story.

The Wise Old Owl stayed for a little while and joined in the fun. But, as the moon rose higher, the Wise Old Owl became more and more tired. He had not slept for days! Owls, you know, sleep during the day.

The Wise Old Owl had stayed awake to give the Wops advice and to help them cope with the disaster of the floods. He saved many small creatures of the forest and carried them off to dry land. They were all very grateful for his help.

And so, he closed his big, brown owl eyes, knowing that the problem had been solved. Now he was going to have his twenty winks!

Questions:

1. How did the story end?
2. Was it a happy or sad ending?
3. Who liked the story? Why?
4. Who did not like the story? Why not?

LO 1.3.1	LO 1.3.7
----------	----------

**Table 2.28**

- Look at the picture and talk about it.
- Write your very own story about the picture. Use the words in your file to help you.



**Figure 2.32**



**Figure 2.33**

LO 4.2.2	LO 4.2.3	LO 4.5.1	LO 4.5.2
----------	----------	----------	----------

Table 2.29

2.6.6.1 Vocabulary Page

- Keep in your file.
- Read the words.



Figure 2.34

LO 1.6.1	LO 3.2.4
----------	----------

Table 2.30

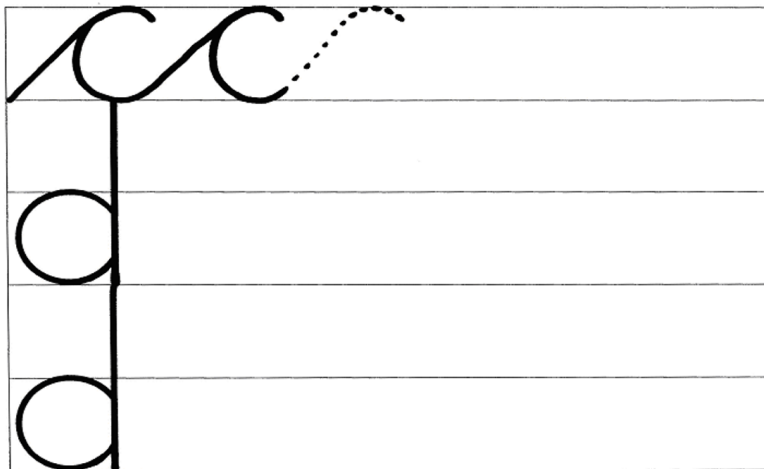


Figure 2.35

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 2.31



Figure 2.36

Let's build words.

b

a

b

a

b

a

d

b

a

d

c

a

c

a

c

a

p

c

a

p

Sound and write.

ba

ba

bad

bad

ca

ca

cap

cap

Figure 2.37

LO 3.5.4	LO 6.2.2
----------	----------

Table 2.32

Sound and write.

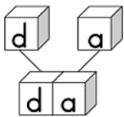
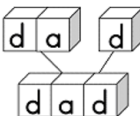
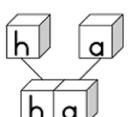
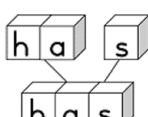
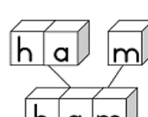
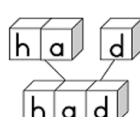
	da	da
	dad	
	ha	
	has	
	ham	
	had	

Figure 2.38

LO 3.5.4	LO 4.6.2	LO 6.2.2	
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Table 2.33

Sound, write and draw.

<div>ra</div> <div>n</div>	ran	-----	
<div>ra</div> <div>m</div>	ram	-----	
<div>ma</div> <div>n</div>	man	-----	
<div>pa</div> <div>n</div>	pan	-----	
<div>ma</div> <div>p</div>	map	-----	
<div>sa</div> <div>d</div>	sad	-----	
<div>sa</div> <div>p</div>	sap	-----	
<div>la</div> <div>d</div>	lad	-----	
<div>la</div> <div>p</div>	lap	-----	

Figure 2.39

LO 3.5.4	LO 4.6.2	
----------	----------	--

Table 2.34

2.6.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:

- 1.3.1 listens for the main idea and important details in the story;
- 1.3.7 expresses feelings about the story;



**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.2:** We know this when the learner role-play reading:

3.2.4 uses pictures to construct ideas;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.4 understands the letter-sound relationships of most single consonants and short forms of vowels in words like 'hat' and 'mat';

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully.

**Assessment Standard 4.2:** We know this when the learner does pre-writing:

4.2.2 responds to a picture by writing simple sentences;

4.2.3 discusses with classmates topics and ideas for writing;

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

4.5.1 uses letters to form single words and short sentences;

4.5.2 leaves spaces between words;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.2 spells common words correctly;

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.2:** We know this when the learner works with words:

6.2.2 spells familiar words correctly.

## 2.7 Let's go Underground - The last chapter 01<sup>7</sup>

### 2.7.1 ENGLISH HOME LANGUAGE

### 2.7.2 Let's go Underground

### 2.7.3 EDUCATOR SECTION

### 2.7.4 Memorandum

Educator's page:

The sounds to be introduced in this module are:- k as in kite; b as in ball; p as in pipe; s as in snake; f as in fox; e as in egg; d as in donkey; g as in gate.

The learner should, at the end of Module 3, be able to recognise all these sounds, namely, a, b, c, d, e, f, g, h, k, l, m, n, o, p, r, s, v, w.

Daily revision of these sounds is essential, as well as assessing individually to see whether some learners are confused. If so – re-teach those sounds, play flash card games with them, match sound to picture until they know them all fluently.

Matching sound to picture can be done in the following way.

a o g n On a card. Match pictures to card

<sup>7</sup>This content is available online at <<http://cnx.org/content/m23376/1.1/>>.

h b f p  
l v c e  
w r k d

Word building is to be introduced only with sounds already learnt.

This is a slow process that needs much practice. Listening and identifying the beginning as well as the last letters should precede word building, e.g. “Listen to the word; what can you hear first? Cat. What can you hear last?” The educator will emphasize the letter to be identified, e.g. cat. Many examples can be given. Use 3-letter words.

As soon as learners can identify the beginning and the last letters, let them listen for the middle letter, again emphasizing it, e.g. cat.

#### Reading

Learners have, at the end of Module 3, learnt to read and recognise  $\pm 100$  words.

Here again much repetition and frequent consolidation is necessary. Use the vocabulary pages in the modules. Learners can read these words to one another, in pairs, in small groups and at home. Many games can also be devised for consolidating these words.

Encourage the learners to make up their own stories (sentences) orally, using these words. They can be encouraged to write these sentences – at first perhaps one a day – and then to illustrate them. Their stories will become longer depending on the amount of practice they get in using the vocabulary for their own stories. Also encourage them to use the new words, which were introduced when the new sound was taught. If they also “read” through these pages regularly, they will soon have a large amount of words with which to make their own new “stories”.

The game: The “friend’s” card can be cut off, making two loose cards. The educator can make other cards with words that need to be practised.

The educator needs to photostat the cards 1, 2, 3 and 4 for extra copies, which are cut up, for the small cards. These small cards are shuffled and learners take turns to pick them up, read them and match the word on the small card to the word on their card. The learner covers his/her card with the small card. The one who has covered his/her whole card first is the winner.

- Ask questions.
- Let the learners predict what could happen.
- Let them give a reason to explain how the Toobies are able to build tunnels so quickly.
- What do they think of the Wise Old Owl?

#### Discussion:

- Let the learners suggest answers to all Mother Wop’s questions.
- Have any of them heard of floods in our country? Or seen floods on television?
- Let them talk about their experiences and how floods affect people as well as nature.
- A project can be launched in school by the Grade 1’s to help those in need, e.g. they can collect tinned foods, blankets, clothes, etc. and send/take them to the needy.

LO 1.3.7		LO 2.2		LO 2.6	
----------	--	--------	--	--------	--

**Table 2.35**

## 2.7.5 LEANER SECTION

### 2.7.6 Content

- Choose the right letter in the box to make the word.
- The picture will help you.



Figure 2.40

ba \_

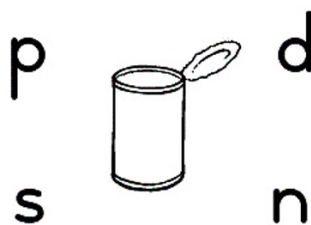


Figure 2.41

ca \_

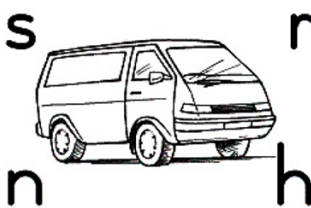


Figure 2.42

va \_



Figure 2.43

---

 wa \_
 

---

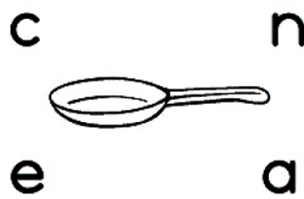


Figure 2.44

---

 pa \_
 

---

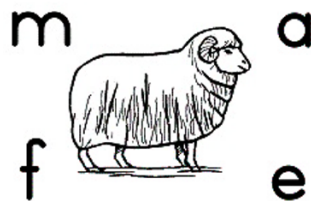


Figure 2.45

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 ra \_
 

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Table 2.36

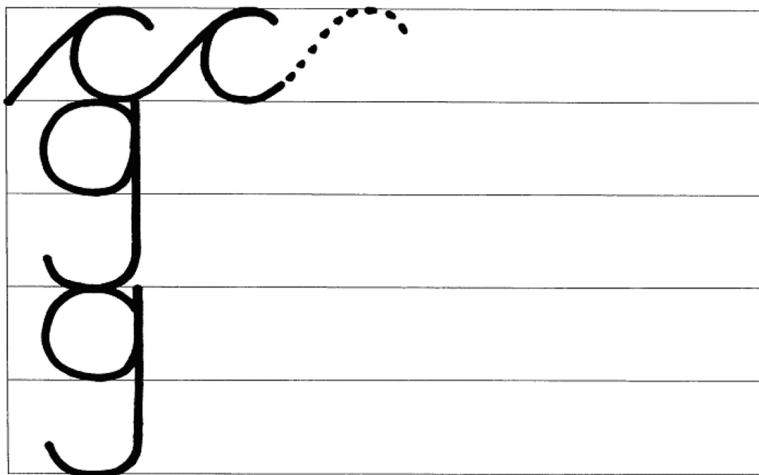


Figure 2.46

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 2.37

A game to play

- You must have small cards like these.
- Cut them up.
- Take turns to pick up a card. Match it to your card.
- See who can fill up his card first.

Tiny	blue
she	big
frog	butterflies
catches	with
Your card 1	

Table 2.38

Tuck	yellow
has	green
her	brother
two	the
Your friend's card 2	

**Table 2.39**

catches	dance
night	are
help	you
lightning	as
Your card 3	

**Table 2.40**

sing	whole
through	coming
took	them
We'll	fast
Your friend's card 4	

**Table 2.41**

LO 3.5.10		LO 6.1.1	
-----------	--	----------	--

**Table 2.42**

- We can read all these words.
- Keep this page in your file.

Tiny	Tuck	Toobies	she
has	blue	eyes	likes
talk	the	big	green
frog	her	brother	with
catches	two	yellow	butterflies
sing	dance	whole	night
through	are	coming	me
you	help	took	them
as	fast	lightning	We'll
said	let	find	went

**Table 2.43**

LO 3.5.10		LO 4.6.4	
-----------	--	----------	--

**Table 2.44**

### 2.7.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:

1.3.7 expresses feelings about the story;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.2:** We know this when the learner communicates ideas using interesting descriptions and action words;

**Assessment Standard 2.6:** We know this when the learner recounts in sequence personal experiences;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.4 understands the letter-sound relationships of most single consonants and short forms of vowels in words like ‘hat’ and ‘mat’;

3.5.10 recognises some high-frequency sight words such as ‘the’, ‘a’, ‘to’, ‘my’, ‘your’, ‘like’ and including own name and print in the environment.

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

- forms letters of the alphabet successfully.

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

- spells common words correctly;

4.6.4 builds own word bank and personal dictionary.

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.1:** We know this when the learner relates sounds to letters and words:

6.1.1 uses phonics to read and spell words.

## 2.8 Autumn in the Forest<sup>8</sup>

### 2.8.1 ENGLISH HOME LANGUAGE

### 2.8.2 Autumn in the Forest

### 2.8.3 EDUCATOR SECTION

### 2.8.4 Memorandum

**Educator’s page:**

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through

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<sup>8</sup>This content is available online at <<http://cnx.org/content/m23590/1.1/>>.

the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### **2.8.4.1 Time scheduled for the modules 1 to 8**

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The Wops have feasts every season. In this module they are celebrating autumn.

Baby Wops disappears and the Wise Old Owl helps them find her.

Jumbled words help learners solve the riddles.

- Writing and Phonics: **q, u, y, i, j, t, x, z.**
- Wordbuilding: **de, pe.**

#### **2.8.4.2 Integration of themes**

With the Wops celebrating Autumn in the forest, attention is drawn to the ways in which different cultures have different celebrations – **Social Justice** – Learners become sensitive to these differences.

### **2.8.5 Integrate with Mathematics and Life Orientation.**

### **2.8.6 LEARNER SECTION**

#### **2.8.7 Content**

- Look and talk about the picture.
- Look at the picture while teacher reads the story.





Figure 2.47

LO 1.2	LO 1.3	LO 2.7	LO 2.8.1
--------	--------	--------	----------

Table 2.45

- Listen.
- Discuss.
- Learn.

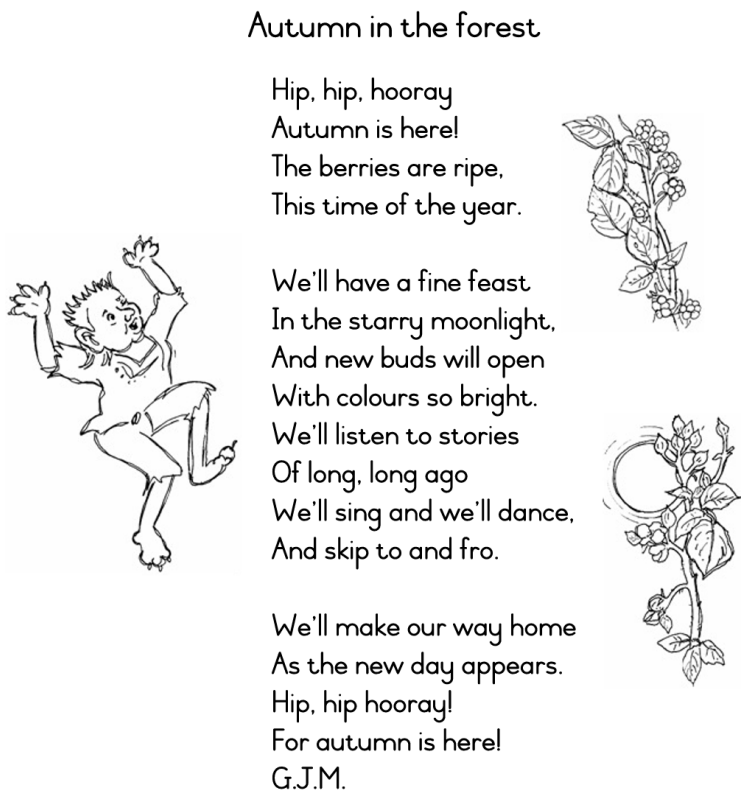


Figure 2.48

LO 1.3		LO 2.8.1		LO 2.3	
--------	--	----------	--	--------	--

Table 2.46

Questions:

1. Discuss seasons; the signs of; sequence.
  2. How do you feel about autumn.
  3. How are the Wops' going to celebrate Autumn?
  4. Maybe you can have your own autumn festival at school.
- Draw a tree and decorate it with autumn leaves.



Figure 2.49

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LO 1.3.6		LO 2.1	
LO 1.3.7		LO 2.7	

Table 2.47

### 2.8.8 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:

1.3.6 answers open questions about the story;

1.3.7 expresses feelings about the story;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner talks about personal experiences, feelings and news;

**Assessment Standard 2.3:** We know this when the learner sings, recites, acts out and mimes songs, poems and rhymes;

**Assessment Standard 2.7:** We know this when the learner tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary;

**Assessment Standard 2.8:** We know this when the learner contributes to class and group discussions: 2.8.1 by taking turns, asking questions and showing sensitivity to the rights and feelings of others.

## 2.9 Autumn in the forest. Chapter 1<sup>9</sup>

### 2.9.1 ENGLISH HOME LANGUAGE

### 2.9.2 Autumn in the Forest

### 2.9.3 EDUCATOR SECTION

### 2.9.4 Memorandum

#### Educator's page:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### 2.9.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The Wops have feasts every season. In this module they are celebrating autumn.

Baby Wops disappears and the Wise Old Owl helps them find her.

Jumbled words help learners solve the riddles.

- Writing and Phonics: **q, u, y, i, j, t, x, z.**
- Wordbuilding: **de, pe.**

#### 2.9.4.2 Integration of themes

With the Wops celebrating Autumn in the forest, attention is drawn to the ways in which different cultures have different celebrations – **Social Justice** – Learners become sensitive to these differences.

Integrate with Mathematics and Life Orientation.

### 2.9.5 LEARNER SECTION

### 2.9.6 Content

- Read the story to the class.

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<sup>9</sup>This content is available online at <<http://cnx.org/content/m23599/1.1/>>.

### 2.9.6.1 Autumn in the forest. Chapter 1

Today is different, quite different from other days. Today everyone is very busy – so busy! Nobody is picking berries or flowers, nobody is swimming in the river, nobody is sitting under the trees. everyone is rushing around because tonight they're having a feast – an autumn festival. Yes, it's autumn in the forest. The first leaves have begun to change their colours and this is the sign for the Wops to celebrate autumn.

You may be wondering why they don't have a spring or summer festival. Why an autumn festival? Well, the truth is they do! They celebrate all the seasons of the year. They have their festivals at the beginning of every season and in that way they welcome the new season. The Wops know how important the seasons are to the forest. They know the trees and the plants rest in winter. They know in spring the buds appear. They know in summer the fruits ripen and in autumn the forest prepares itself for the long cold winters. That is why they are celebrating autumn.

- Discuss the seasons.
- Listen to these words: What do they begin with?
- Spring, seasons, sugar, summer, fruit, and ripen?
- Identify which one does not begin with an S (add words).

LO 1.3		LO 1.6.1		LO 2.8.1	
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**Table 2.48**

### 2.9.6.2 My Vocabulary Page

- Name.
- Read.
- Keep this page in your file.





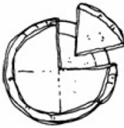






As in  queen	 quack	 quake	 quill
 quarter	 question	 queue	 quilt
 quince	 quiver		
As in  umbrella			

Figure 2.50

LO 3.2.4		LO 3.5.1		LO 4.6.4	
----------	--	----------	--	----------	--

Table 2.49

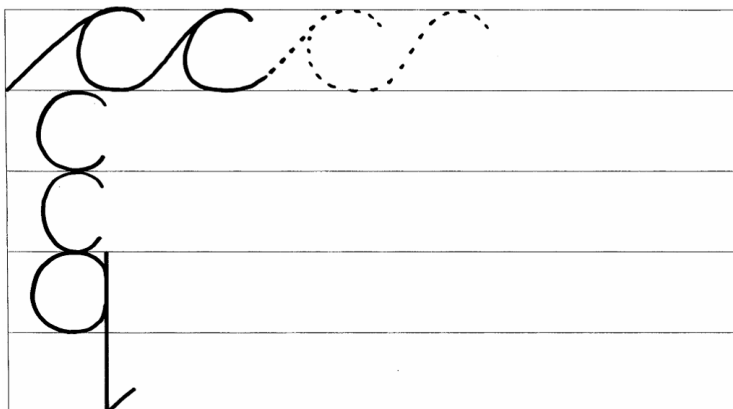


Figure 2.51

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 2.50

- Draw a picture of:-

### 2.9.6.3 Autumn in the Forest



Figure 2.52

- Draw a picture of:-

#### 2.9.6.4 My School in Autumn

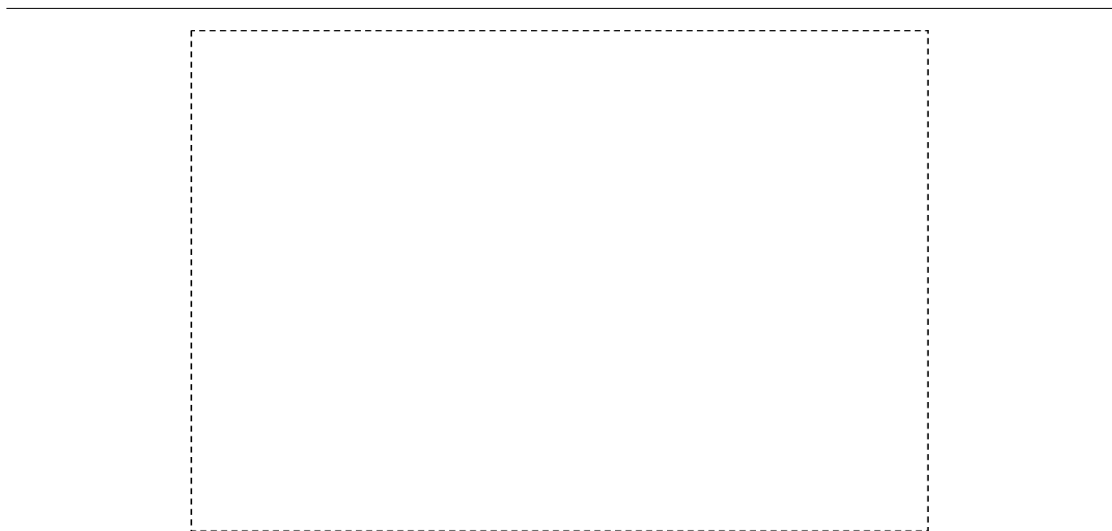


Figure 2.53

- Show the class your picture.
- Talk about your picture.

LO 1.2		LO 2.4		LO 3.1.2	
--------	--	--------	--	----------	--

Table 2.51

#### 2.9.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.2:** We know this when the learner demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak, and asking questions for clarification;

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

1.3.6 answers open questions about the story;

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.1 distinguishes between different phonemes, especially at the beginning of words.

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.



**Assessment Standard 2.4:** We know this when the learner uses language imaginatively for fun and fantasy;

**Assessment Standard 2.8:** We know this when the learner contributes to class and group discussions: 2.8.1 by taking turns, asking questions and showing sensitivity to the rights and feelings of others.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual clues to make meaning:

3.1.2 uses illustrations to interpret the meaning of stories, and tells a story;

**Assessment Standard 3.2:** We know this when the learner role-plays reading:

3.2.4 uses pictures to construct ideas;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.1 recognises and names letters of the alphabet;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully.

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.4 builds own word bank and personal dictionary.

## 2.10 Autumn in the forest – Chapter 2<sup>10</sup>

### 2.10.1 ENGLISH HOME LANGUAGE

### 2.10.2 Autumn in the Forest

### 2.10.3 EDUCATOR SECTION

### 2.10.4 Memorandum

#### Educator's page:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

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<sup>10</sup>This content is available online at <<http://cnx.org/content/m23602/1.1/>>.

#### 2.10.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The Wops have feasts every season. In this module they are celebrating autumn.

Baby Wops disappears and the Wise Old Owl helps them find her.

Jumbled words help learners solve the riddles.

- Writing and Phonics: **q, u, y, i, j, t, x, z.**
- Wordbuilding: **de, pe.**

#### 2.10.4.2 Integration of themes

With the Wops celebrating Autumn in the forest, attention is drawn to the ways in which different cultures have different celebrations – **Social Justice** – Learners become sensitive to these differences.

Integrate with Mathematics and Life Orientation.

### 2.10.5 LEARNER SECTION

#### 2.10.6 Content

- Read the story to the class.

##### 2.10.6.1 Autumn in the forest – Chapter 2

All the children had to pick berries and collect nuts. The mummies made berry juice and nut cakes. The daddies built the tables and decorated them with twigs and leaves and coloured berries. They covered the paths with little white pebbles from the river. These little pebbles lit up the paths at night. Everyone was excited. Everyone was helping!

At last the sun set and darkness fell. Everywhere you could see fireflies lighting up the skies. The Wops all changed into their party clothes, their autumn party clothes of orange, red, yellow and brown. The children had their hair brushed and their faces scrubbed. Walter was wearing a ribbon around his neck and Licky had one around his tail. Willy had to tie the bow because he could not reach behind him. The ribbon fell off when he climbed the tree but Sam found it and put it back on Licky's tail.

Questions:

1. What did the children do to help?
2. What did the daddies do?
3. Why did they cover the paths with pebbles?
4. What colours were the children's party clothes?
5. How were Walter and Licky "dressed"?
6. Talk about the picture on page 1.

LO 1.3		LO 2.7		LO 2.8.1	
--------	--	--------	--	----------	--

**Table 2.52**

- Read and read again.
- Draw the pictures.

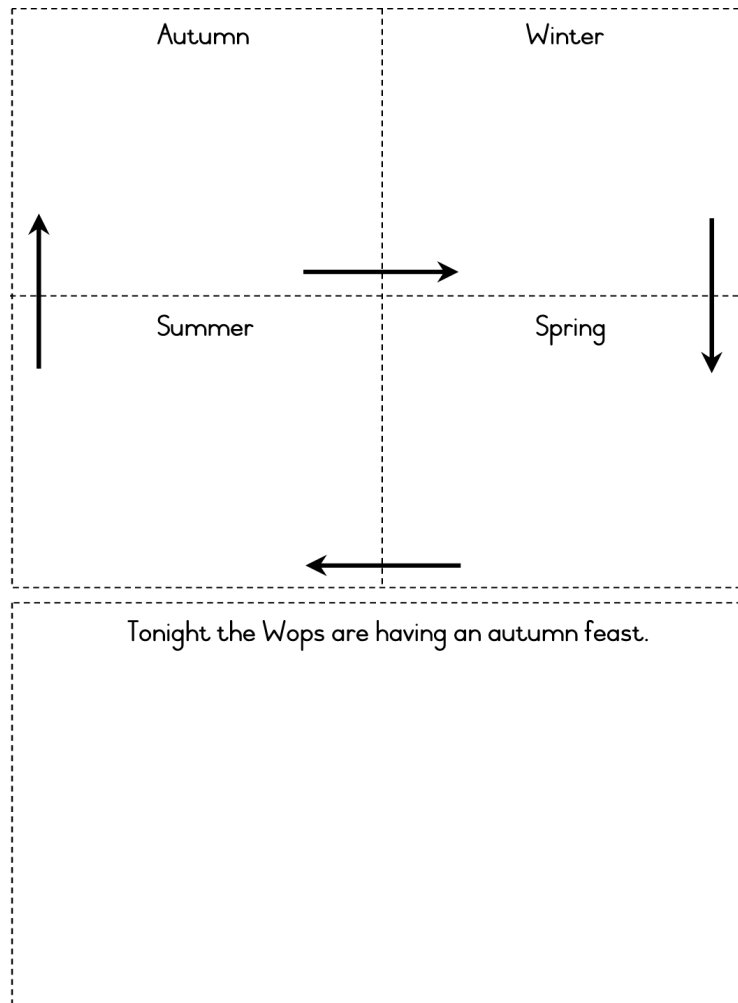


Figure 2.54

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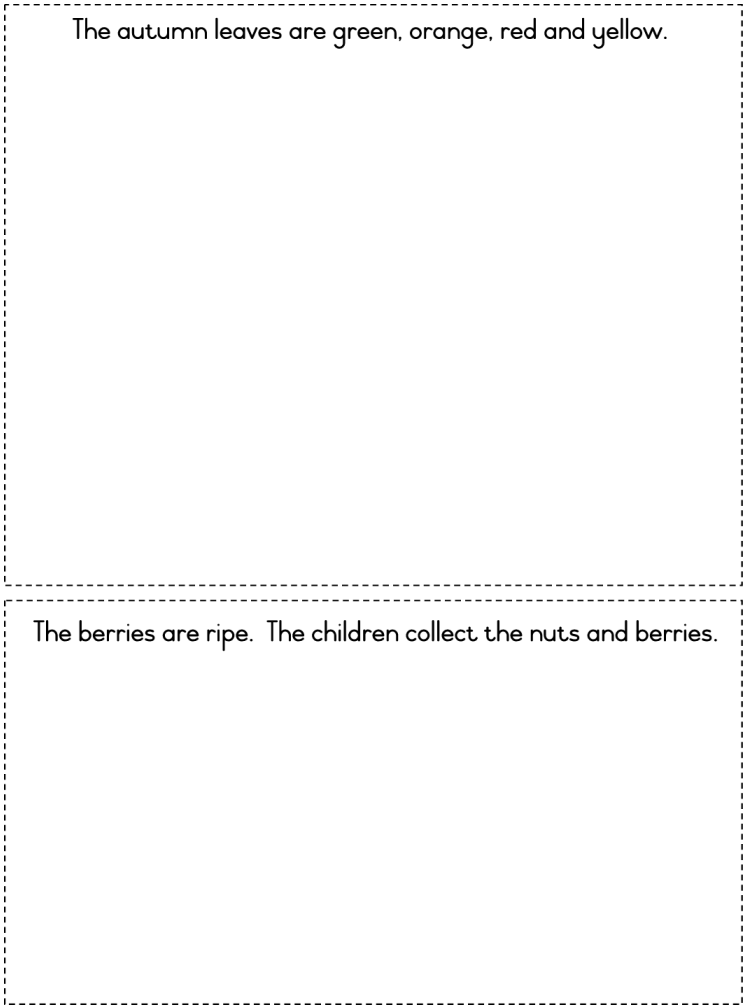


Figure 2.55

LO 3.3.1		LO 3.4.1		LO 3.4.3	
----------	--	----------	--	----------	--

Table 2.53

[U+263B] Can you remember?  
[U+263B] Draw the pictures.

.c as in	e as in	n as in	d as in
h as in	m as in	r as in	g as in
v as in	s as in	b as in	p as in

Table 2.54

LO 3.5.1		LO 6.1.1	
----------	--	----------	--

Table 2.55

- Sound the words.
- Write the words.
- Draw the pictures.

sad .....

man .....

dad .....

can .....

bag .....

Figure 2.56

LO 3.5.4		LO 4.6.1		LO 6.1.1	
----------	--	----------	--	----------	--

Table 2.56

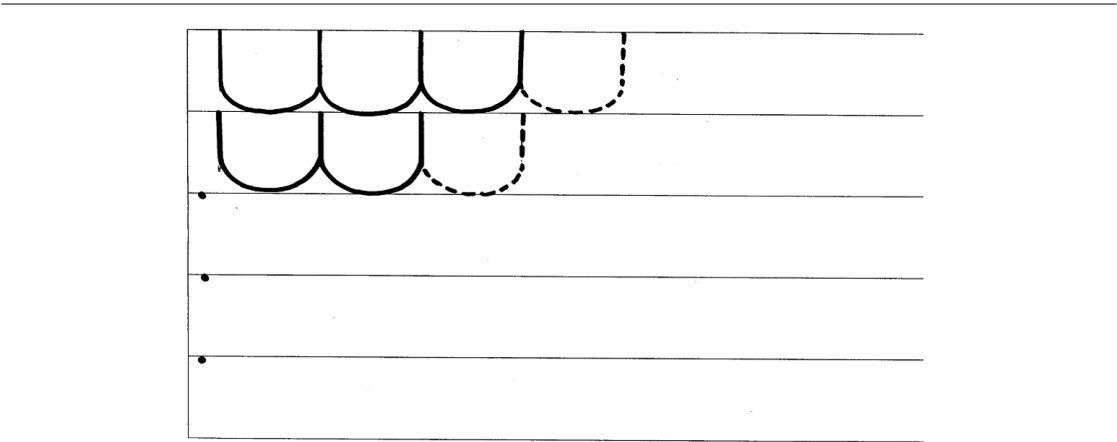


Figure 2.57

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 2.57

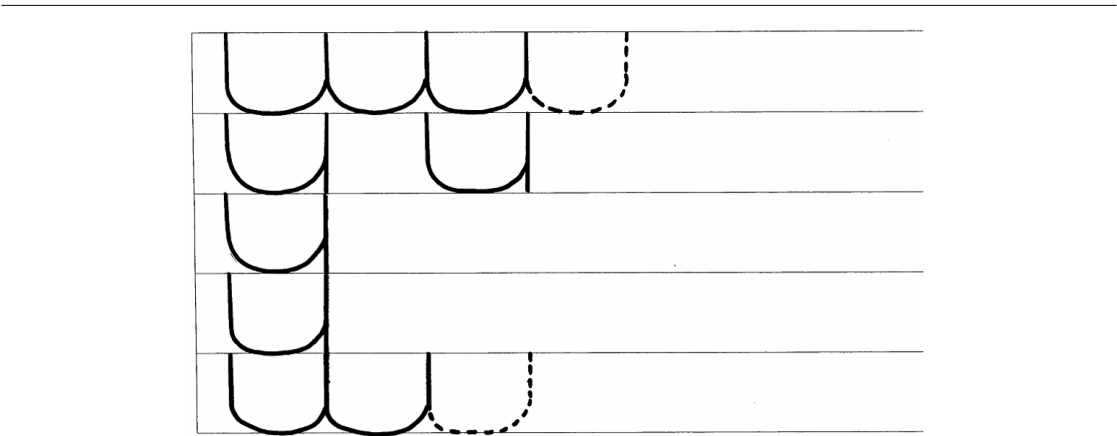


Figure 2.58

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 2.58

- Listen.
  - Read.
  - Work out the riddle.
- 
- What did they find in the berry bush?



Figure 2.59

Answer: .....

- What did they find in the tree house?



Figure 2.60

Answer: .....

LO 2.8.1		LO 4.6.1		LO 5.3.4	
----------	--	----------	--	----------	--

Table 2.59

### 2.10.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

1.3.6 answers open questions about the story;

**Learning Outcome 2: SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.7:** We know this when the learner tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary;

**Assessment Standard 2.8:** We know this when the learner contributes to class and group discussions: 2.8.1 by taking turns, asking questions and showing sensitivity to the rights and feelings of others.

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.3:** We know this when the learner makes meaning of written text:

3.3.1 reads a story with the teacher and discusses the main idea;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials (labels, stories, etc.) for different purposes;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues, context clues, and letter-sound relationships);

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.1 recognises and names letters of the alphabet;

3.5.4 understands the letter-sound relationships of most single consonants and short forms of vowels in words like 'hat' and 'mat';

**Learning Outcome 4: WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully.

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.1 writes words that represent familiar people, places and things;

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.3:** We know this when the learner uses language to investigate and explore:

5.3.4 solves picture and word puzzles.

**Learning Outcome 6: LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.1:** We know this when the learner relates sounds to letters and words:

6.1.1 uses phonics to read and spell words.



## 2.11 The Autumn Feast – Chapter 3<sup>11</sup>

### 2.11.1 ENGLISH HOME LANGUAGE

#### 2.11.2 Autumn in the Forest

### 2.11.3 EDUCATOR SECTION

#### 2.11.4 Memorandum

##### Educator's page:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

##### 2.11.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The Wops have feasts every season. In this module they are celebrating autumn.

Baby Wops disappears and the Wise Old Owl helps them find her.

Jumbled words help learners solve the riddles.

- Writing and Phonics: **q, u, y, i, j, t, x, z.**
- Wordbuilding: **de, pe.**

##### 2.11.4.2 Integration of themes

With the Wops celebrating Autumn in the forest, attention is drawn to the ways in which different cultures have different celebrations – **Social Justice** – Learners become sensitive to these differences.

Integrate with Mathematics and Life Orientation.

### 2.11.5 LEARNER SECTION

#### 2.11.6 Content

- Read the story to the class.

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<sup>11</sup>This content is available online at <<http://cnx.org/content/m23603/1.1/>>.

**2.11.6.1 The Autumn Feast – Chapter 3**

The party was a happy one. Everyone was singing and dancing and telling tales of long, long ago. The best story was the one told by the Wise Old Owl. He told them of how the Wops lived in caves many many years ago. How they made fires to keep the wild beasts from their caves. How they walked for miles looking for food. There were no underground tunnels and trains; there wasn't a mall! These were stories of long, long ago when Willy's grandfather and grandmother were young.

When the sun came up the Wops went home. The Daddies carried their children who had fallen asleep and put them to bed. The festival was over. What fun they had! And now it's autumn – autumn in the forest of the Wops.

Questions:

1. Retell the story of long, long ago.
2. The Wops went home at sunset. True or false?
3. The Wops went home at sunrise. True or false?

LO 1.3		LO 2.7		LO 5.2.1	
--------	--	--------	--	----------	--

**Table 2.60**

- Draw a picture of the Wops living in a cave long, long ago.
- Draw the fire in front of the cave to keep the wild beasts away.

The Wops of long, long ago.



**Figure 2.61**

---

- Read, draw and write.

---

children	wild beasts

**Figure 2.62**

---

LO 1.1		LO 1.3.4		LO 4.6.1	
--------	--	----------	--	----------	--

**Table 2.61**

#### **2.11.6.2 My Vocabulary Page**

- Read.
- Keep this page in your file.

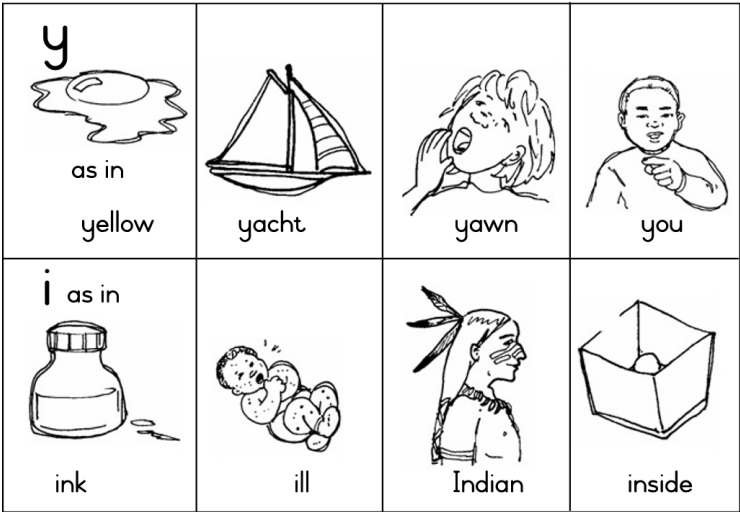


Figure 2.63

LO 3.5.1	LO 4.6.4
----------	----------

Table 2.62

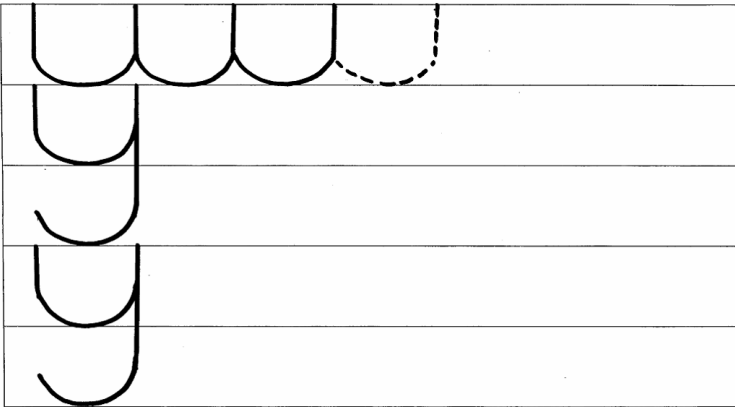


Figure 2.64

LO 4.1.1	LO 4.1.2	LO 4.1.3
----------	----------	----------

Table 2.63

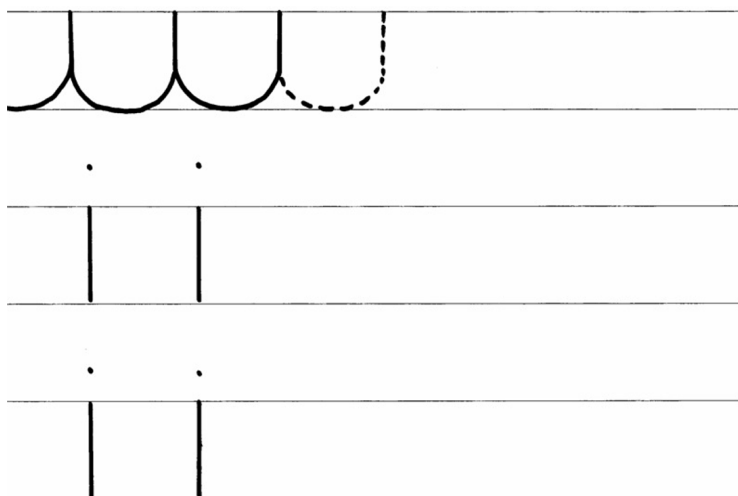


Figure 2.65

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 2.64

- Can you remember?
- Draw the pictures.

o as in	qu as in	l as in	k as in
f as in	w as in	b as in	i as in

Table 2.65

LO 3.5.1		LO 6.1.1	
----------	--	----------	--

Table 2.66

### 2.11.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.1:** We know this when the learner listens attentively to instructions and announcements, and responds appropriately;

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

1.3.4 draws a picture of the story, and writes a few words about it;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.7:** We know this when the learner tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.1 recognises and names letters of the alphabet;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully.

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.1 writes words that represent familiar people, places and things;

4.6.4 builds own word bank and personal dictionary.

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

- understands and uses language for logic and reasoning, such as cause and effect;

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.1:** We know this when the learner relates sounds to letters and words:

6.1.1 uses phonics to read and spell words.

## 2.12 The Autumn Feast – Chapter 3 - A<sup>12</sup>

### 2.12.1 ENGLISH HOME LANGUAGE

### 2.12.2 Autumn in the Forest

### 2.12.3 EDUCATOR SECTION

### 2.12.4 Memorandum

#### Educator's page:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

<sup>12</sup>This content is available online at <<http://cnx.org/content/m23607/1.1/>>.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### **2.12.4.1 Time scheduled for the modules 1 to 8**

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The Wops have feasts every season. In this module they are celebrating autumn.

Baby Wops disappears and the Wise Old Owl helps them find her.

Jumbled words help learners solve the riddles.

- Writing and Phonics: **q, u, y, i, j, t, x, z.**
- Wordbuilding: **de, pe.**

Integration of themes

With the Wops celebrating Autumn in the forest, attention is drawn to the ways in which different cultures have different celebrations – **Social Justice** – Learners become sensitive to these differences.

#### **2.12.5 Integrate with Mathematics and Life Orientation.**

#### **2.12.6 LEARNER SECTION**

#### **2.12.7 Content**

- Sound, write and draw.

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p	e	g															
pe	g																

Figure 2.66

LO 3.5.5	6.1.1	
----------	-------	--

Table 2.67

- Read.
- Draw the pictures.

autumn leaves	ripe berries
children	nuts
river	sun

Table 2.68

- Read and write in the correct order.



autumn The leaves green, are. orange red yellow and

The

Figure 2.67

LO 3.4.1		LO 4.5.1		LO 4.5.3	
----------	--	----------	--	----------	--

Table 2.69

### 2.12.7.1 My Vocabulary Page

- Read.
- Keep this page in your file.













As in  jug	 jump	 jam	 jelly
 jacket	 juggler	 jog	 jersey
 jet	 jaw	 jungle	 jewel

Figure 2.68

LO 3.2.4		LO 3.5.1		LO 4.6.4	
----------	--	----------	--	----------	--

Table 2.70

2.12.7.2 My Vocabulary Page

- Read.
- Keep this page in your file.

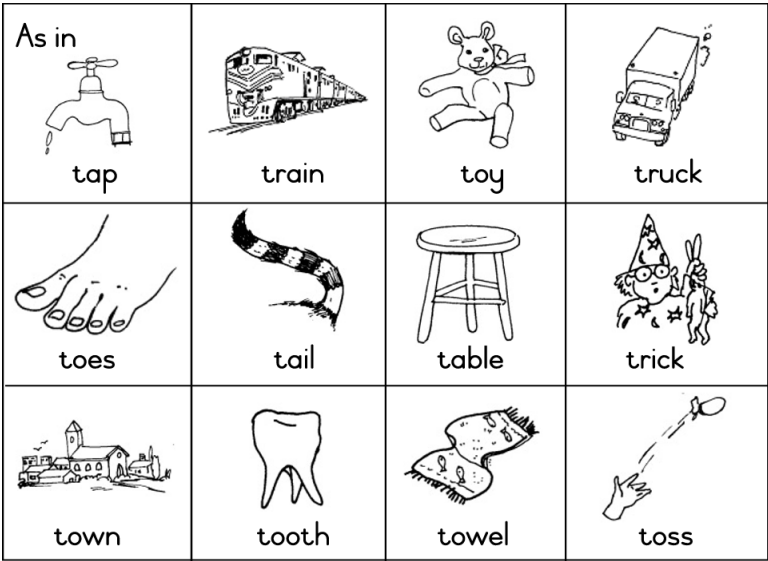


Figure 2.69

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LO 3.2.4		LO 3.5.1		LO 4.6.4	
----------	--	----------	--	----------	--

Table 2.71

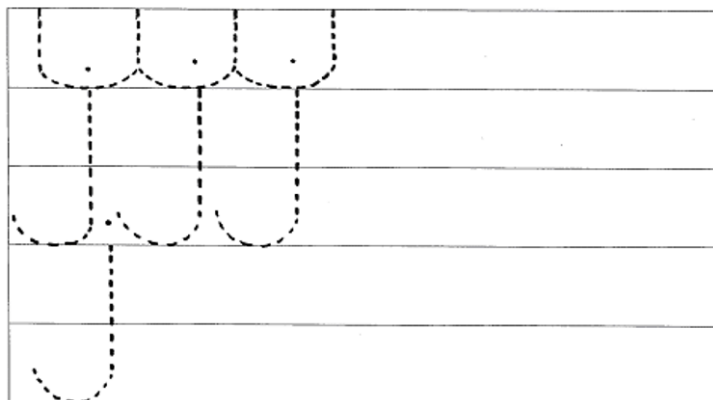


Figure 2.70

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 2.72

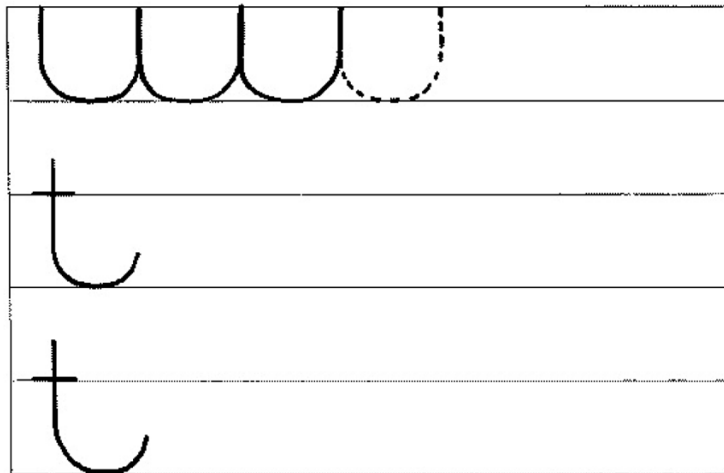


Figure 2.71

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 2.73

### 2.12.8 Assessment

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.2:** We know this when the learner role-plays reading;

3.2.4 uses pictures to construct ideas;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials (labels, stories, etc.) for different purposes;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.1 recognises and names letters of the alphabet;

3.5.5 segments simple words with single initial consonants and short vowels (CVC pattern) into onset (the first sound) and rime (the last part of the syllable) (e.g. f-at, c-at, m-at, h-at, s-at).

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying words;

4.1.3 forms letters of the alphabet successfully.

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

- uses letters to form single words and short sentences;

4.5.3 uses left to right, top to bottom orientation to print;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.4 builds own word bank and personal dictionary.

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.1:** We know this when the learner relates sounds to letters and words:

6.1.1 uses phonics to read and spell words.

## 2.13 Where is Baby Wop? Chapter 1<sup>13</sup>

### 2.13.1 ENGLISH HOME LANGUAGE

### 2.13.2 Autumn in the Forest

### 2.13.3 EDUCATOR SECTION

### 2.13.4 Memorandum

#### Educator's page:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

<sup>13</sup>This content is available online at <<http://cnx.org/content/m23676/1.1/>>.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### 2.13.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The Wops have feasts every season. In this module they are celebrating autumn.

Baby Wops disappears and the Wise Old Owl helps them find her.

Jumbled words help learners solve the riddles.

- Writing and Phonics: **q, u, y, i, j, t, x, z.**
- Wordbuilding: **de, pe.**

Integration of themes

With the Wops celebrating Autumn in the forest, attention is drawn to the ways in which different cultures have different celebrations – **Social Justice** – Learners become sensitive to these differences.

#### 2.13.5 Integrate with Mathematics and Life Orientation.

#### 2.13.6 LEARNER SECTION

#### 2.13.7 Content

- Read the story to the class.

##### 2.13.7.1 Where is Baby Wop? Chapter 1

Have you ever got lost? It happens so quickly! The one moment you are still holding Mummy's hand and then – all of a sudden she's gone! Can you remember how worried Mummy was?

Well then you'll know exactly how Mummy Wop and all the other Wops felt because Baby Wop had disappeared! Gone! Nobody could find her! The Wops had been looking all morning but there was no sign of her. Walter the warthog had been scouring the forest since sunrise with Willy Wop and Licky Lizard on his back. Sam and Terry had looked everywhere. They even climbed the trees to see whether they could see Baby Wop somewhere. Everyone was worried. "Baby Wop is only one year old and it's getting dark! Where can she be?" They all said.

All the Wops knew they must not be out in the dark. They knew they must be safe at home at sunset. There were too many dangers in the forest. Foxes hunt little Wops! The forest was also full of strange noises during the night! "Baby Wop! Baby Wop!" they all called loudly.

(To be continued)

1. Tell the class about the time you got lost.
2. Which dangers were lurking in the forest at night?

LO 1.2	LO 1.3	LO 2.1	
--------	--------	--------	--

Table 2.74

- Read.

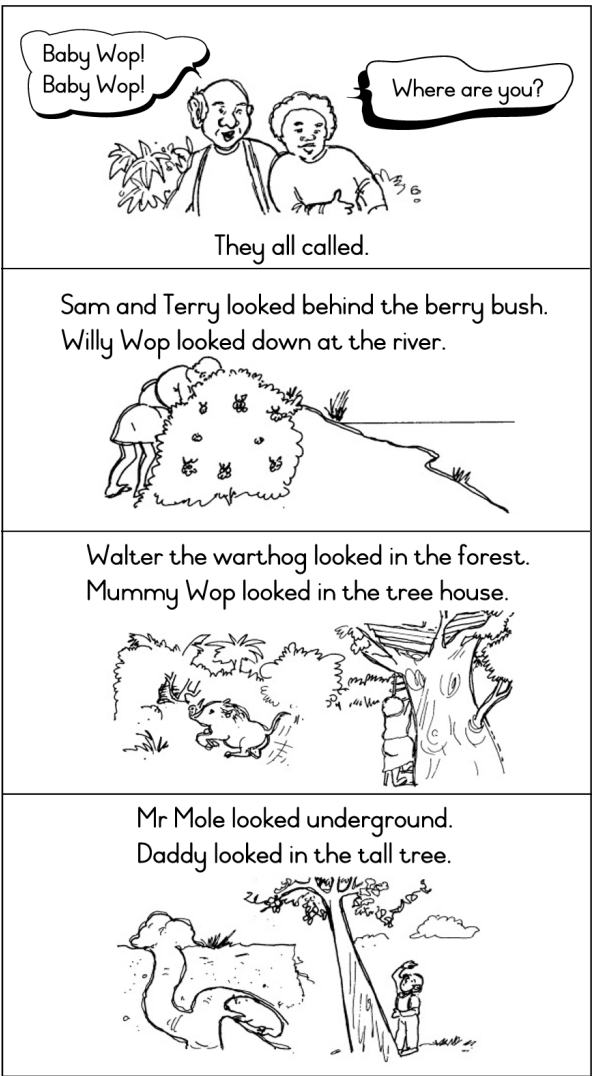


Figure 2.72

LO 3.1.2	LO 3.4.1	LO 3.3.1	LO 3.4.3
----------	----------	----------	----------

Table 2.75

- Read the words that are hiding in the berry bush.



Figure 2.73

- Where did Sam and Terry look?
- Write the sentence.

Sam and Terry .....

.....

.....

.....

.....

LO 3.4.2		LO 4.5.1		LO 4.5.3		LO 6.3.1	
----------	--	----------	--	----------	--	----------	--

Table 2.76

- Read the words that are hiding in the river.

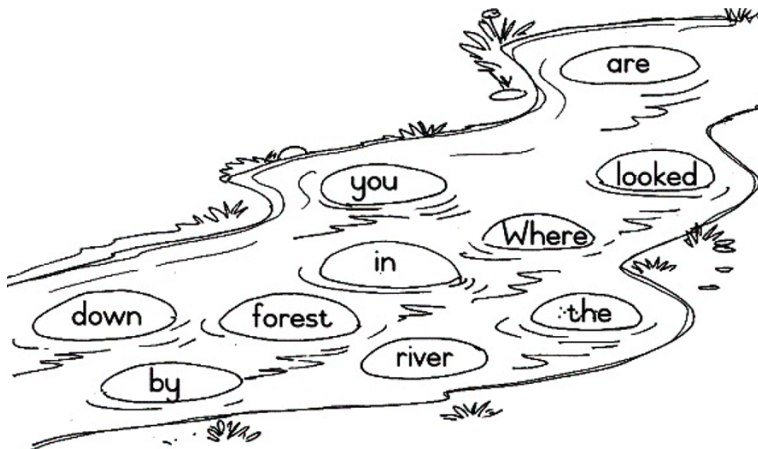


Figure 2.74

- Where did Willy Wop look?
- Write the sentence.

Willy Wop .....  
 .....  
 .....  
 .....

LO 3.4.2	LO 4.5.1	LO 4.5.3	LO 6.3.1
----------	----------	----------	----------

Table 2.77

- Read the words that are hiding in the forest.

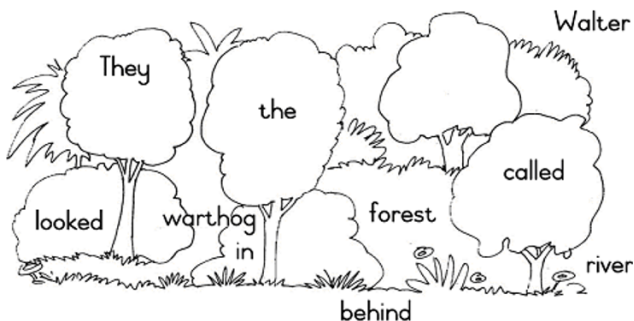


Figure 2.75



- Where did Walter the warthog look?
- Write the sentence.

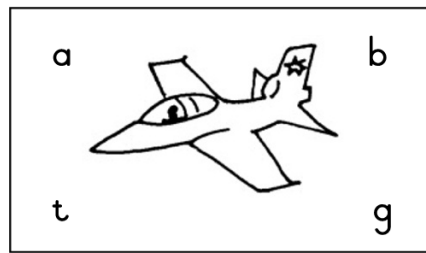
Walter the warthog.....

.....  
 .....  
 .....  
 .....

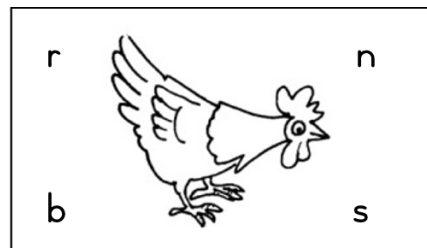
LO 3.4.2		LO 4.5.1		LO 4.5.3		LO 6.3.1	
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**Table 2.78**

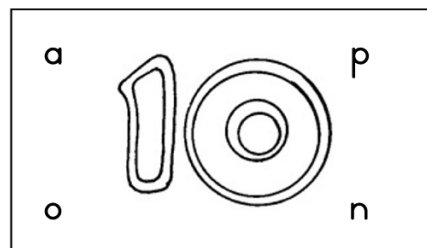
- Choose the right letter in the box to make the word.
- The picture will help you.



je .....

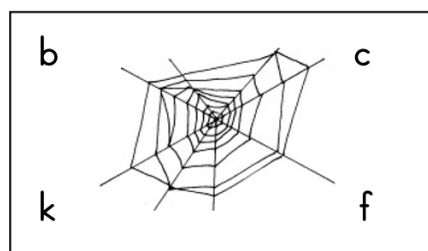


he .....

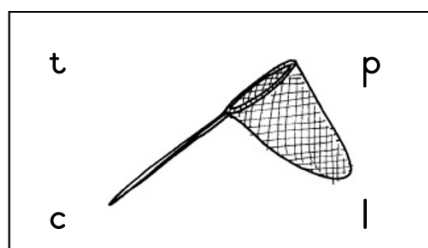


te .....

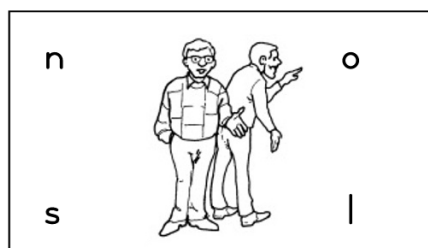
Figure 2.76



we .....



ne .....



me .....

Figure 2.77

LO 3.5.5	LO 5.3.3	
----------	----------	--

Table 2.79

### 2.13.8 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.2:** We know this when the learner demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak, and asking questions for clarification;

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner talks about personal experiences, feelings and news;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual clues to make meaning:

3.1.2 uses illustrations to interpret the meaning of stories, and tells a story;

**Assessment Standard 3.3:** We know this when the learner makes meaning of written text:

3.3.1 reads a story with the teacher and discusses the main idea;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials (labels, stories, etc.) for different purposes;

3.4.2 reads own writing and the writing of classmates;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues, context clues, and letter-sound relationships);

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.5 segments simple words with single initial consonants and short vowels (CVC pattern) into onset (the first sound) and rime (the last part of the syllable) (e.g. f-at, c-at, m-at, h-at, s-at).

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

4.5.1 uses letters to form single words and short sentences;

4.5.2 leaves spaces between words;

4.5.3 uses left to right, top to bottom orientation to print;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.3:** We know this when the learner uses language to investigate and explore:

5.3.3 uses simple strategies for getting and recording information;

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.3:** We know this when the learner works with sentences:

6.3.1 writes simple sentences.

## 2.14 Where can she be? Chapter 2<sup>14</sup>

### 2.14.1 ENGLISH HOME LANGUAGE

### 2.14.2 Autumn in the Forest

### 2.14.3 EDUCATOR SECTION

### 2.14.4 Memorandum

**Educator's page:**

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through

<sup>14</sup>This content is available online at <<http://cnx.org/content/m23681/1.1/>>.

the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### **2.14.4.1 Time scheduled for the modules 1 to 8**

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The Wops have feasts every season. In this module they are celebrating autumn.

Baby Wops disappears and the Wise Old Owl helps them find her.

Jumbled words help learners solve the riddles.

- Writing and Phonics: **q, u, y, i, j, t, x, z.**
- Wordbuilding: **de, pe.**

Integration of themes

With the Wops celebrating Autumn in the forest, attention is drawn to the ways in which different cultures have different celebrations – **Social Justice** – Learners become sensitive to these differences.

#### **2.14.5 Integrate with Mathematics and Life Orientation.**

#### **2.14.6 LEARNER SECTION**

#### **2.14.7 Content**

- Read the story to the class.

##### **2.14.7.1 Where can she be? Chapter 2**

Did she wonder along the path to the grasslands where the Toobies live?

Willy remembered that Baby Wop loved to play with Tiny. Tiny Toobie with her beautiful blue eyes! Tiny often came to play with Baby Wop, Sam and Terry played with the Toobies while they were helping the Wops build their new tunnels. Tuck used to come too. They often took Baby Wop down to the river to wade in the cool waters. They played on the riverbank and talked to the big green frog for hours. Toobies can understand frogs and Willy wondered whether he should go down to the river and ask the big green frog whether he knew where Baby Wop was. Yes, and the butterflies! He put them on his shoulder and walked with them along the paths in the forest.

Questions:

1. Where did everyone look for Baby Wop?
2. Do you think she is with the Toobies? Why?
3. Do you think the big green frog knows where Baby Wop is?
4. Who loved to catch the butterflies?

- 5. Where do you think Baby Wop is?
- 6. How will they find her?

LO 3.1.1		LO 1.3		5.3.2	
----------	--	--------	--	-------	--

Table 2.80

- Read and read again.

Is she playing with Tiny?  
Is she playing with Tuck?  
Where is she?

---



Figure 2.78

---

Is she dancing with Tiny?  
Is she dancing with Tuck?  
Where is she?

---



Figure 2.79

---

Is she catching yellow butterflies?  
Is she catching

white butterflies?  
Where is she?



**Figure 2.80**

---

Is she talking to a little frog?  
Is she talking to Tiny and Tuck?



**Figure 2.81**

Where is she?

LO 2.8.1		LO 3.4.1	
LO 3.3.1		LO 3.4.3	

**Table 2.81**

- Read the words that are hiding in the butterfly.

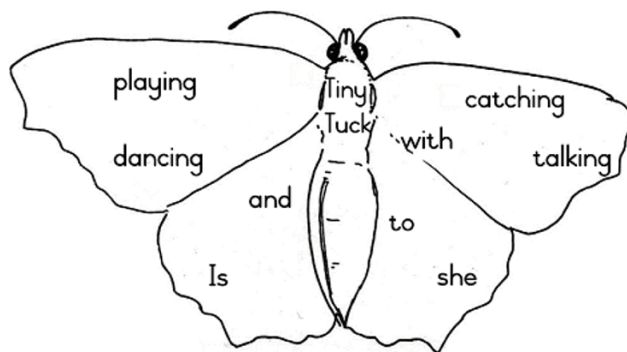


Figure 2.82

- Where is Baby Wop?
- Write the sentence.

Is she. ....  
 .....  
 .....  
 .....

LO 3.4.2		LO 4.5.1		LO 4.5.2		LO 6.3.1	
----------	--	----------	--	----------	--	----------	--

Table 2.82

### 2.14.8 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding;

**Learning Outcome 2: SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.8:** We know this when the learner contributes to class and group discussions: 2.8.1 by taking turns, asking questions and showing sensitivity to the rights and feelings of others,

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual clues to make meaning: 3.1.1 predicts from the cover of a book what the story is about;

**Assessment Standard 3.3:** We know this when the learner makes meaning of written text:

3.3.1 reads a story with the teacher and discusses the main idea;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials (labels, stories, etc.) for different purposes;



3.4.2 reads own writing and the writing of classmates;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues, context clues, and letter-sound relationships);

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

4.5.1 uses letters to form single words and short sentences;

4.5.2 leaves spaces between words;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.3:** We know this when the learner uses language to investigate and explore:

5.3.2 offers explanations and solutions;

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.3:** We know this when the learner works with sentences:

6.3.1 writes simple sentences.



# Chapter 3

## Term 3

### 3.1 Disaster strikes! - You can't catch me! - Part 1<sup>1</sup>

#### 3.1.1 ENGLISH HOME LANGUAGE

#### 3.1.2 Disaster Strikes!

#### 3.1.3 EDUCATOR SECTION

#### 3.1.4 Memorandum

##### **Educator's page:**

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

During a game Licky's tail breaks off.

Everyone is very sad and worried until the wise old owl in his wisdom enlightens them.

High frequency words and new vocabulary are revised in a game.

- Writing: between lines is introduced.
- Phonics: Identifying sounds in the middle.
- Words ending in **nd**, **mp** are taught.

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m23687/1.1/>>.

### Integration of themes

- Social Justice

With Licky losing his tail, learners become sensitive to people with disabilities. They need to be respected and to have special care. Feelings are discussed and learners are made aware of things causing sadness, unhappiness and fright.

- A healthy environment

Learners learn about lizards who grow new tails when the old one falls off. They learn to appreciate living creatures in nature.

### 3.1.5 LEARNER SECTION

#### 3.1.6 Content

- Listen to the story.

##### 3.1.6.1 You can't catch me! - Part 1

The Wop children are playing. Their laughter and screams can be heard throughout the forest. They are playing Catch-Catch and it is Willy Wop's turn to catch the other children. Willy chases Sam but he disappears around a corner. Now he chases Terry. Every time Willy changes direction the children get so excited and they scream and screech.

Licky Lizard joins in the game. He scuttles between the leaves and tree roots and when nobody is looking he hides under a fallen leaf.

Aaaah! Willy sees Licky! He charges to him. It must be someone else's turn to catch. Willy wants to run around. He wants the other children to catch him for a change. He grabs Licky by the tail and shouts, "I've got you, Licky!"

Now Licky has to catch the children. He just wants to chase them when Terry calls, "Licky! Your tail!"

Everybody stops running and comes nearer. Licky's tail is off! Where his beautiful long tail was, there is only a stump. Now where will Licky wear his bow? He always ties the ribbon on his tail at festivals and birthday parties.

Everybody looks on in silence. Nobody can think of anything to say. Nobody feels like going on with the game either. What are they going to do?

(To be continued)

- How well did you listen?

#### 1. Where are the Wop children?

.....  
 .....  
 .....

#### 2. What are they playing?

.....  
 .....  
 .....

#### 3. Explain how one plays "Catch-Catch".

.....  
 .....  
 .....

#### 4. Why did the children scream and screech?

.....  
 .....  
 .....  
 5. What happened to Licky?

.....  
 .....  
 .....  
 6. Why will he miss his tail?

.....  
 .....  
 .....  
 7. How does everyone feel about Licky losing his tail?

.....  
 .....  
 .....  
 8. What do you think, where will they find a new tail for Licky?

.....  
 .....  
 .....  
 9. Have you ever lost anything precious?

.....  
 .....  
 .....  
 10. How did you feel? Tell the class about your feelings?

.....  
 .....  
 .....  
 11. Why is this module called “Disaster Strikes?”

LO 1.3.6		LO 2.1		LO 5.2.1	
----------	--	--------	--	----------	--

**Table 3.1**

- Join the word to the right picture.
- Use a different colour pencil each time.

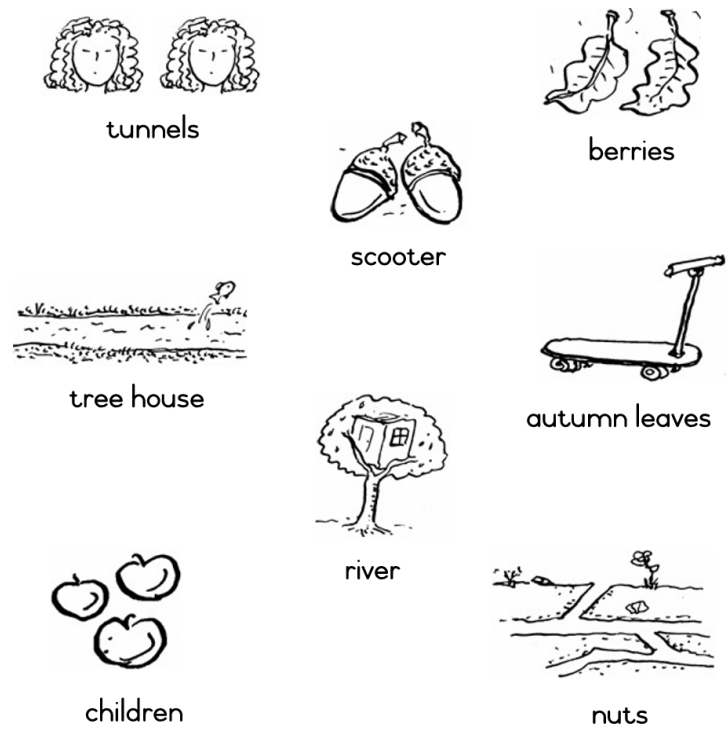


Figure 3.1

LO 3.4.1	
----------	--

Table 3.2

- Cut out the four pictures.
- Arrange the pictures in the right order from 1 to 4 according to the story of Licky.
- Cut out the four sentences.
- Pick a sentence and paste it next to the right picture.

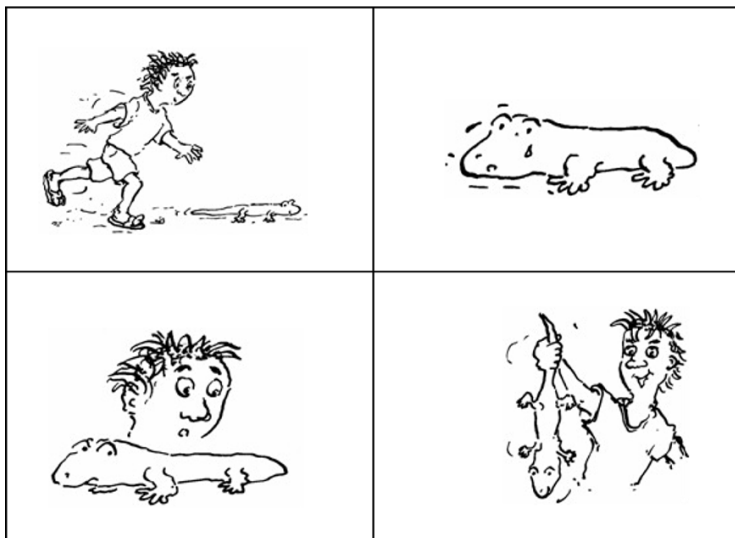


Figure 3.2

- 
- Read the story.
  - Sentences to cut out.
- 

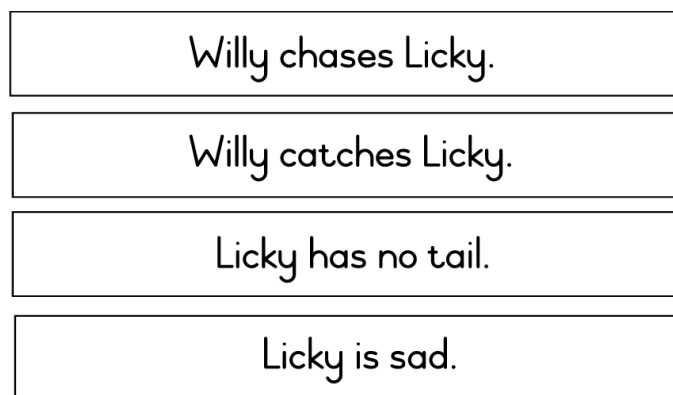


Figure 3.3

---

LO 3.1	
--------	--

Table 3.3

- Arrange your pictures from 1 to 4.
- Paste them in the blocks.
- Match the sentences to the right picture.
- Read the story.

1.	
2.	
3.	
4.	

Table 3.4

LO 1.3.5		LO 3.1.2		LO 3.4.1	
----------	--	----------	--	----------	--

Table 3.5

- When do you feel frightened? Cross? Excited? Sad? Discuss.
- Read the words around Licky.
- Choose one word to match each picture below.
- Write the word below the picture.

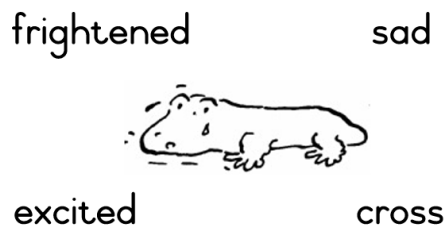


Figure 3.4



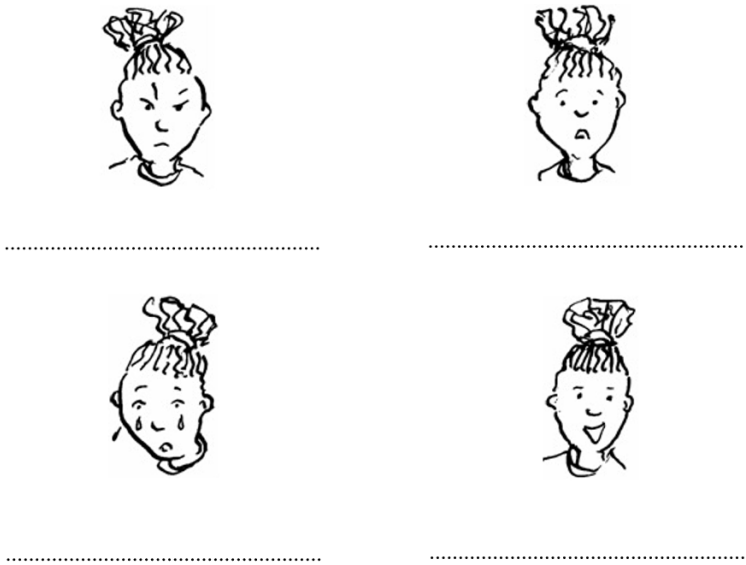


Figure 3.5

---

LO 2.1		LO 3.1	
--------	--	--------	--

Table 3.6

[U+263B] A game to play.  
[U+263B] Take turns to throw the dice.  
Zoop! Down we go!

Winner! The end.	40 butterflies	39 dancing	38 playing	37 catching	36 they	35 down
28 looked	29 called	30 behind	31 bush	32 you		
27 under-ground	26 is	25 where	24 sad	23 called	22 ripe berries	21 sun
14 table	15 tail	16 some-thing	17 no	18 wild beasts	19 nuts	20 has
13 catches	12 summer	11 spring	10 winter	9 collect	8 has	
★ ★ Begin here	forest	chases	tonight	feast	autumn	children

Figure 3.6

LO 3.4.1	
----------	--

Table 3.7

3.1.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:

- 1.3.5 puts pictures in the right sequence and matches captions with pictures;
- 1.3.6 answers open questions about the story;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner talks about personal experiences, feelings and news;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual cues to make meaning;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

- 3.4.1 reads simple written materials (labels, stories, ect.) for different purposes;

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning, such as cause and effect.

## 3.2 Disaster Strikes! - The Hunt – Part 2<sup>2</sup>

### 3.2.1 ENGLISH HOME LANGUAGE

#### 3.2.2 Disaster Strikes!

### 3.2.3 EDUCATOR SECTION

#### 3.2.4 Memorandum

##### Educator's page:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

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Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

During a game Licky's tail breaks off.

Everyone is very sad and worried until the wise old owl in his wisdom enlightens them.

High frequency words and new vocabulary are revised in a game.

- Writing: between lines is introduced.
- Phonics: Identifying sounds in the middle.
- Words ending in **nd**, **mp** are taught.

##### Integration of themes

- Social Justice

With Licky losing his tail, learners become sensitive to people with disabilities. They need to be respected and to have special care. Feelings are discussed and learners are made aware of things causing sadness, unhappiness and fright.

- A healthy environment

Learners learn about lizards who grow new tails when the old one falls off. They learn to appreciate living creatures in nature.

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<sup>2</sup>This content is available online at <<http://cnx.org/content/m23693/1.1/>>.

### 3.2.5 LEANER SECTION

#### 3.2.6 Content

- Listen carefully.

##### 3.2.6.1 The Hunt – Part 2

The children are speechless. Licky has lost his tail.

Then Willy speaks, “Licky’s tail must be here somewhere. Let’s look under the leaves and twigs. We must find his tail. Maybe then the Wise Old Owl will tell us how to fix it on again.”

Everybody starts looking. The Wops, Walter and Licky are all searching for Licky’s tail. They look under the leaves and the twigs. They look between the roots of the trees. They look under the berry bushes but they can’t find Licky’s tail. Even Mummy Wop and Daddy Wop come and help. Some Toobies who are nearby also join in. Mr Mole’s eyesight is not so good. He can’t really help them. Instead he brings them cool drinks and encourages everyone to try and find Licky’s tail.

Licky is very sad. He loves his beautiful long tail and he doesn’t feel complete without it. His whole body feels different. He can’t run properly either. Poor Licky!

(to be continued)

- How well did you listen?

1. Where do you think will they find Licky’s tail?

.....  
 .....  
 .....

2. Where did they look for Licky’s tail?

.....  
 .....  
 .....

3. How does Licky feel?

.....  
 .....  
 .....

4. How would you feel if you lost a part of your body?

.....  
 .....  
 .....

LO 1.3.6		LO 2.1	
----------	--	--------	--

**Table 3.8**

- Finish the line and watch the spacing. Decorate the pattern.

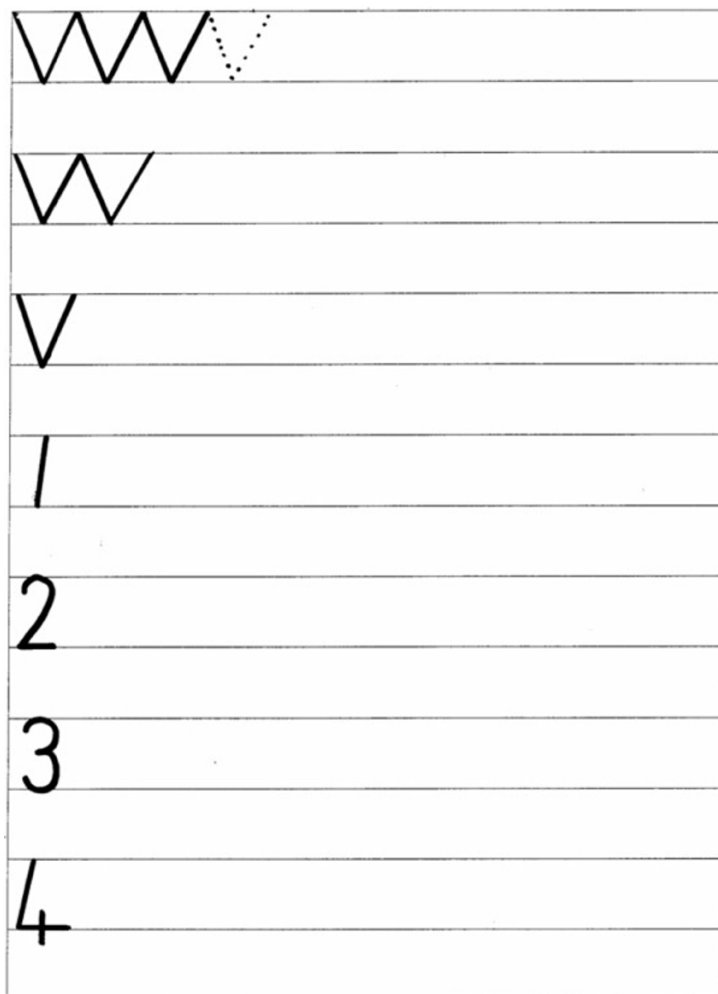


Figure 3.7

LO 4.1.2		LO 4.1.3	
----------	--	----------	--

Table 3.9

### 3.2.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:

1.3.6 answers open questions about the story;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner talks about personal experiences, feelings and news;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying word);

4.1.3 forms letters of the alphabet successfully.

### 3.3 Disaster Strikes! - Part 03A<sup>3</sup>

#### 3.3.1 ENGLISH HOME LANGUAGE

#### 3.3.2 Disaster Strikes!

#### 3.3.3 EDUCATOR SECTION

#### 3.3.4 Memorandum

##### Educator's page:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

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Time scheduled for the modules 1 to 8

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High frequency words and new vocabulary are revised in a game.

- Writing: between lines is introduced.
- Phonics: Identifying sounds in the middle.
- Words ending in **nd**, **mp** are taught.

##### Integration of themes

- Social Justice

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<sup>3</sup>This content is available online at <<http://cnx.org/content/m23700/1.1/>>.

With Licky losing his tail, learners become sensitive to people with disabilities. They need to be respected and to have special care. Feelings are discussed and learners are made aware of things causing sadness, unhappiness and fright.

- A healthy environment

Learners learn about lizards who grow new tails when the old one falls off. They learn to appreciate living creatures in nature.

### 3.3.5 LEARNER SECTION

#### 3.3.6 Content



Figure 3.8

---

- Read these words.
- Keep this page in your file.

<b>nd</b> as at the end of <b>hand</b>	band	sand	land
grand	bend	lend	mend
send	rand	pond	wind
<b>mp</b> as at the end of <b>lamp</b>	damp	ramp	samp
tramp	bump	hump	limp

Table 3.10

LO 3.5.9	
----------	--

Table 3.11



Figure 3.9

- [U+263B] Sound the words.
- [U+263B] Write them.
- [U+263B] Draw the pictures.

ca → mp camp	
la → mp .....	
bu → mp .....	
hu → mp .....	
li → mp .....	

Figure 3.10

LO 3.5.9	
----------	--

Table 3.12

- Complete the lines.
- Decorate the pattern.
- Watch the spacing.



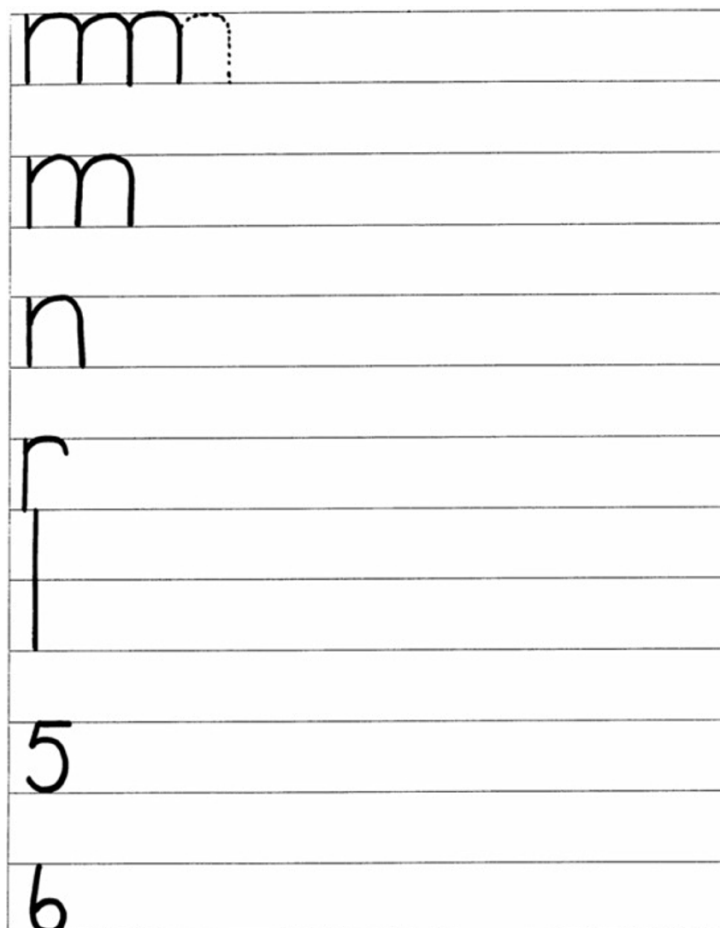


Figure 3.11

LO 4.1.2		LO 4.1.3	
----------	--	----------	--

Table 3.13

### 3.3.7 Assessment

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials (labels, stories, ect.) for different purposes;

3.4.4 breaks up words into syllables and claps them;

**Assessment Standard 3.5:** We know this when the learner develops phonic

3.5.9 recognises common consonant diagraphs (single sounds spelt with two letters) at the beginning and end of words (e.g. sh, th, ch).

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying word);

4.1.3 forms letters of the alphabet successfully.

## 3.4 Disaster Strikes! - The Wisdom of the Wise Old Owl - Part 4<sup>4</sup>

### 3.4.1 ENGLISH HOME LANGUAGE

#### 3.4.2 Disaster Strikes!

### 3.4.3 EDUCATOR SECTION

#### 3.4.4 Memorandum

##### Educator's page:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

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Everyone is very sad and worried until the wise old owl in his wisdom enlightens them.

High frequency words and new vocabulary are revised in a game.

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- Phonics: Identifying sounds in the middle.
- Words ending in **nd**, **mp** are taught.

##### Integration of themes

- Social Justice

With Licky losing his tail, learners become sensitive to people with disabilities. They need to be respected and to have special care. Feelings are discussed and learners are made aware of things causing sadness, unhappiness and fright.

---

<sup>4</sup>This content is available online at <<http://cnx.org/content/m23703/1.1/>>.

- A healthy environment

Learners learn about lizards who grow new tails when the old one falls off. They learn to appreciate living creatures in nature.

### 3.4.5 LEANER SECTION

#### 3.4.6 Content

- Listen carefully.

##### 3.4.6.1 The Wisdom of Wise Old Owl – Part 4

The next morning Willy woke up and jumped out of bed to drink his milk and play with his friends. Then suddenly he remembered Licky.

“I must find a way to help poor Licky,” Willy said. “I am his friend and friends help each other.

“Come, Licky,” said Willy, “we will have another look.” They would never find such a small brown tail on the brown ground. Just then he saw Wise Old Owl sleeping in the tree. (You know owls sleep during the day and hunt at night, don’t you?)

“Licky’s tail?” said Wise Old Owl. “Don’t you know lizards often lose their tails? A new one grows in its place!”

“What?” said Willy. “Is Licky going to grow a new tail?”. Willy could hardly believe his ears.

Licky was so glad that he started running backwards and forwards and plops! he fell off Willy’s shoulder. Together Willy and Licky rolled over and over laughing and shouting for joy.

LO 1.3	
--------	--

**Table 3.14**

- Listen to these sentences.
- See whether you can say what has been left out.

1. Licky was sad because .....
2. Willy wanted to help Licky because .....
3. The children could not find Licky’s tail because .....
4. They had to stop the search for Licky’s tail because .....
5. When someone is sad I .....
6. Willy and Licky were laughing and shouting for joy because .....
7. Willy went to ask Wise Old Owl’s advice because .....
8. Wise Old Owl knew Licky would grow another tail because .....

LO 1.3.6		LO 4.5.1		LO 5.2.1	
----------	--	----------	--	----------	--

**Table 3.15**

- Listen.
- Read the rhyme.
- Now make up a tune to fit the rhyme.
- Sing it together.

### 3.4.6.2 The problem is solved.

Licky's tail will grow again,  
 Hooray! Hooray! Hooray!  
 It will grow and grow and grow again  
 He'll have a new one soon they say.  
 The sun is shining warm and bright  
 So come let's sing and play,  
 We needn't worry any more  
 We'll smile and cheer, hooray! hooray!  
 G.J.M.

- Decorate your page.

LO 2.3		LO 3.4.1	
--------	--	----------	--

**Table 3.16**

- Complete the lines.
- Watch the spacing.
- Decorate the page.

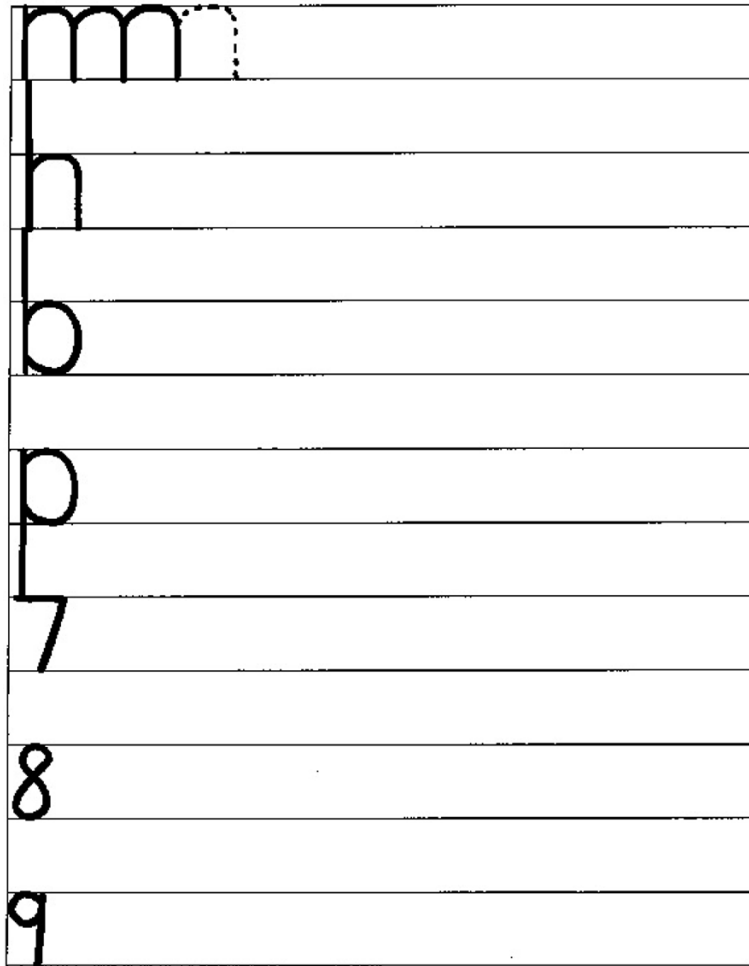


Figure 3.12

LO 4.1.2		LO 4.1.3	
----------	--	----------	--

Table 3.17

- Fill in the correct word in the crossword puzzle.

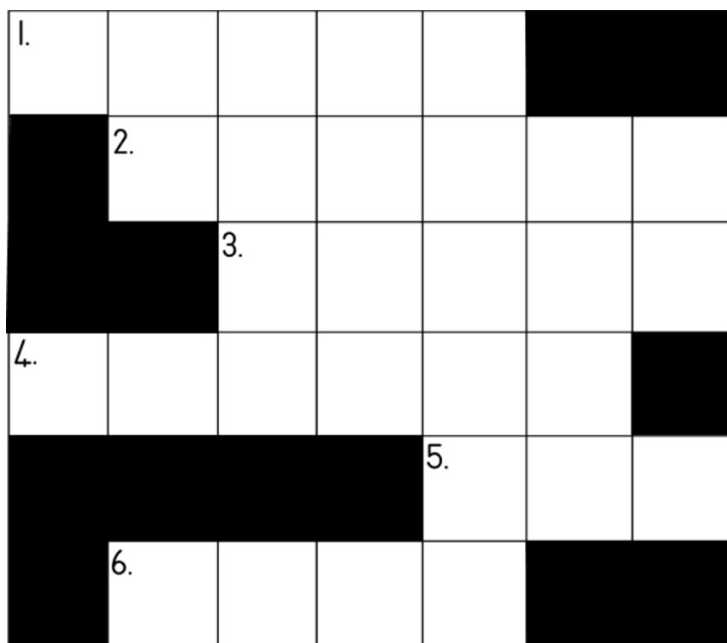


Figure 3.13

1. . . . . . lost his tail.
  2. He lost it in the . . . . .
  3. . . . . . caught Licky by the tail.
  4. The children looked under the . . . . .
  5. Licky was very . . . . .
  6. Wise old Owl was sleeping in the . . . . .
- Willy  
Licky  
tree  
forest  
leaves  
sad

LO 4.5.1		LO 5.3.4	
----------	--	----------	--

Table 3.18

- Listen to the words of the rhyme.
- Make up a dance as you sing the words.

We're h-a-p-p-y  
We're h-a-p-p-y  
Licky's found his tail again

Now he will not cry again  
 We're h-a-p-p-y  
 We'll jump up high  
 And bend down low  
 And clap our hands  
 All in a row,  
 We'll turn and turn  
 And turn around,  
 We'll touch the sky  
 And then the ground  
 We're h-a-p-p-y!  
 G.J.M.

LO 2.3	
--------	--

Table 3.19

### 3.4.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:

1.3.6 answers open questions about the story.

**Learning Outcome 2: SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.3:** We know this when the learner sings, recites, acts out and mimes songs, poems and rhymes.

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials (labels, stories, ect.) for different purposes;

**Learning Outcome 4: WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.2 develops letter formation and handwriting skills, drawing patterns, tracing and copying word);

4.1.3 forms letters of the alphabet successfully.

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

4.5.1 uses letters to form single words and short sentences;

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning, such as cause and effect;

**Assessment Standard 5.3:** We know this when the learner uses language to investigate and explore:

5.3.4 solves picture and word puzzles.

## 3.5 Willy goes fishing 01<sup>5</sup>

### 3.5.1 ENGLISH HOME LANGUAGE

#### 3.5.2 Willy goes fishing

### 3.5.3 EDUCATOR SECTION

#### 3.5.4 Memorandum

For the educator:

This module, “Willy goes fishing”, gives learners the opportunity to discuss different kinds of sport. Learners discuss sporting activities in which they take part and collect photos, news items and posters that they bring to school.

The educator can tape a variety of comments of matches. Learners listen and identify which sport is being played. Learners therefore listen without seeing the speaker, to develop auditory perception. Tapes of stories should be a regular activity to listen to in the Foundation Phase classroom. (LO/AS 1.7,)

To correlate with the theme, the educator can design a “fishing game” to test the vocabulary learnt in previous modules. The words can be written on cards, a paper-clip attached to each card, a fishing rod made with an open paper-clip on the end and learners can take turns to “catch a fish” and read the word on the card.

In the previous module the “nd” and “mp” sounds at the end of words were introduced. In this module these words are revised and the “ck” sound is introduced.

Write these words on flash cards and teach them as sight words to the learners: sport; cricket; tennis; hockey; rugby; soccer; netball and fishing.

##### 3.5.4.1 Integration of themes

**3.5.5 The topic of this module revolves around sport. Learners realize all children should be able to take part in sport – Human rights. There should be amenities for everybody. Sports facilities provide a safe playing area for everybody, provide healthy recreational opportunities and keep children off the street – A healthy environment**

### 3.5.6 LEARNER SECTION

#### 3.5.7 Content

- Listen.
- Listen again, then sing the song with Willy and Licky.
- Read the words.

It is such a lovely day. Willy and Licky are singing this song.

---

<sup>5</sup>This content is available online at <<http://cnx.org/content/m23732/1.1/>>.



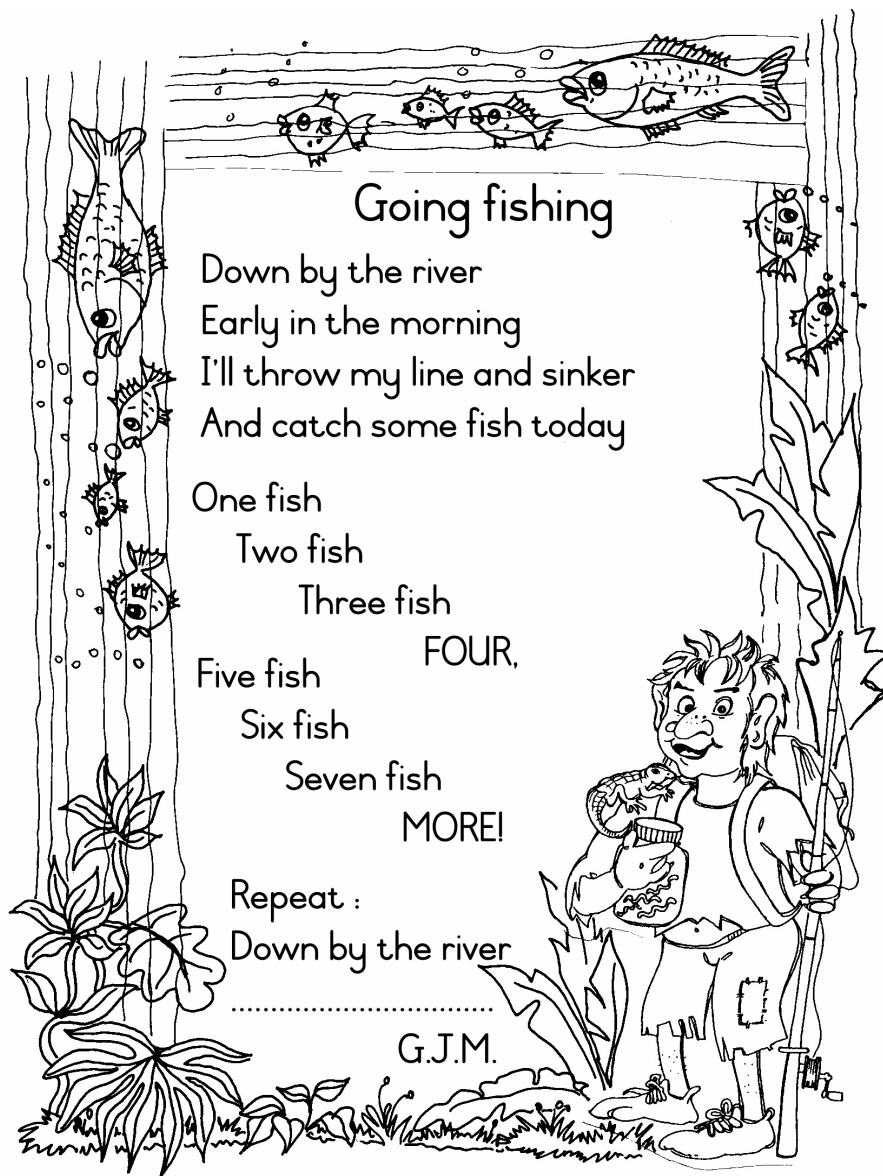


Figure 3.14

- Join hands and sing the song again.
- Perhaps you can dance to the song you are singing.
- Try making up your own song about Willy.

LO 1.3	LO 3.4.4	
--------	----------	--

Table 3.20

- Listen to the story of .....

### 3.5.7.1 Willy goes fishing

Today Willy is going fishing in the river nearby. He has his backpack on his back and his fishing rod in his hand. His dad made the fishing rod when Willy was very small. Willy has used it before. He has already caught three big fishes and eight little ones.

It is a lovely, sunny day. Willy has found a number of worms that he will use for bait. His dad has taught him where to find the worms and how to fix them onto the hook. He has also taught Willy only to catch as many fish as he needs.

Licky is sitting on Willy's shoulder. He loves to go down to the river with Willy. There are so many gnats and dragonflies to catch.

Willy tells Licky not to make a noise. He might frighten the fish away!

Willy gets everything ready and settles down on a round stone. They wait and wait but there don't seem to be any fish nearby today. Walter comes along too. He's looking for roots and bulbs to eat. He scratches around in the long grass.

Suddenly Willy feels something tugging at his line. He jumps up to hold the rod more firmly. Could it be a fish? What do you think?

(To be continued)

[U+263B] How well did you listen?

1. Do you think Willy caught a fish? .....
2. If so, do you think it was a big one or a little one? Give a reason for your answer.

.....

3. If you don't think Willy caught a fish, what do you think was tugging on the line?

.....

4. How do you think Licky would feel if Willy were to catch a fish?

.....

5. How would Willy feel?

.....

6. Have you ever gone fishing? Tell the class about your fishing experiences.

.....

7. How else can fish be caught besides using a fishing rod and a hook?

.....

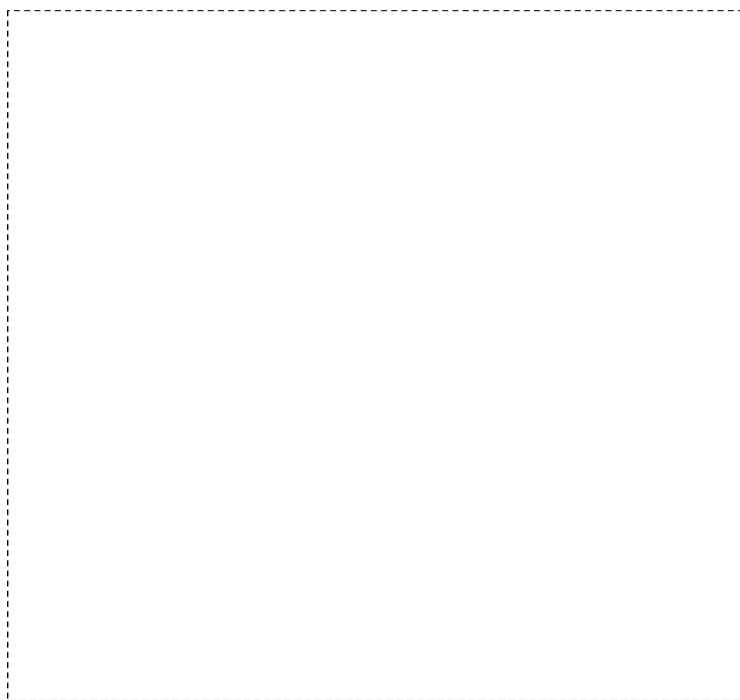
8. Do you know the names of some kinds of fish?

.....

LO 1.3.6	
----------	--

**Table 3.21**

9. Visit the library and find some books about fish. Look at the pictures of all the different kinds of fish.
10. Draw a picture of Willy, Licky and Walter down by the river trying to catch a fish.



**Figure 3.15**

---

11. Tell your friend a story about Freddy the fish that was caught but managed to escape back into the water.

LO 2.7	
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**Table 3.22**

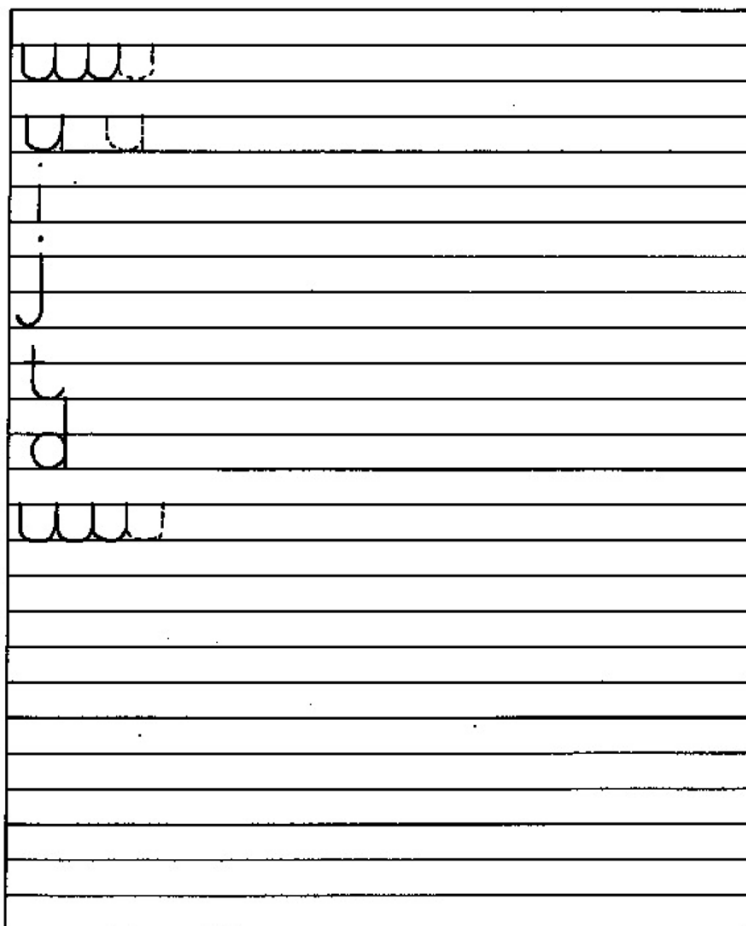


Figure 3.16

LO 4.1.2		LO 4.1.3	
----------	--	----------	--

Table 3.23

- Draw a circle around all the words you can see and read.
- Count the ones you have found.

Willybedscooterybshelpflook  
 treeysfgplayfxhyouxmnon  
 sandprqibusmanbushrts  
 nutsidownphriverydetable  
 catchbomtforesthhihaskfp  
 words: \_\_\_\_\_

- If you have found less than 19 words, you need to look again.

LO 5.2.3

Table 3.24

ck

as in kick

- ✦ Read and write the **-ck** words which are on the wall.
- ✦ Draw their pictures.

pack	back	sack	Jack
	neck	deck	peck
kick	stick	lick	pick

pack .....

.....

.....

.....

.....

.....

Figure 3.17

LO 3.5.9

Table 3.25

### 3.5.8 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:

1.3.6 answers open questions about the story;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.7:** We know this when the learner tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.9 recognises common consonant diagraphs at the beginning and end of words;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.2 writes with increasing legibility;

4.1.3 forms letters of the alphabet successfully;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

5.2.3 identifies parts from the whole.

## 3.6 Willy goes fishing 02<sup>6</sup>

### 3.6.1 ENGLISH HOME LANGUAGE

#### 3.6.2 Willy goes fishing

### 3.6.3 EDUCATOR SECTION

#### 3.6.4 Memorandum

For the educator:

This module, “Willy goes fishing”, gives learners the opportunity to discuss different kinds of sport. Learners discuss sporting activities in which they take part and collect photos, news items and posters that they bring to school.

The educator can tape a variety of comments of matches. Learners listen and identify which sport is being played. Learners therefore listen without seeing the speaker, to develop auditory perception. Tapes of stories should be a regular activity to listen to in the Foundation Phase classroom. (LO/AS 1.7,)

To correlate with the theme, the educator can design a “fishing game” to test the vocabulary learnt in previous modules. The words can be written on cards, a paper-clip attached to each card, a fishing rod made with an open paper-clip on the end and learners can take turns to “catch a fish” and read the word on the card.

In the previous module the “nd” and “mp” sounds at the end of words were introduced. In this module these words are revised and the “ck” sound is introduced.

<sup>6</sup>This content is available online at <<http://cnx.org/content/m23734/1.1/>>.

Write these words on flash cards and teach them as sight words to the learners: sport; cricket; tennis; hockey; rugby; soccer; netball and fishing.

#### **3.6.4.1 Integration of themes**

The topic of this module revolves around sport. Learners realize all children should be able to take part in sport – Human rights. There should be amenities for everybody. Sports facilities provide a safe playing area for everybody, provide healthy recreational

### **3.6.5 LEARNER SECTION**

#### **3.6.6 Content**

- Listen to the story.
- Read it together.
- Read it by yourself.

##### **3.6.6.1 Willy goes fishing**

One day Willy took his fishing rod.

He went down to the river.

Licky went too.

Willy wanted to catch a fish.

Licky wanted to help Willy catch a fish.

- Draw the picture.



**Figure 3.18**

---

LO 3.4.1		LO 3.4.3	
----------	--	----------	--

**Table 3.26**

- How many of these words can you read?
- Try again until you can read them all.
- Colour in the ones you know.



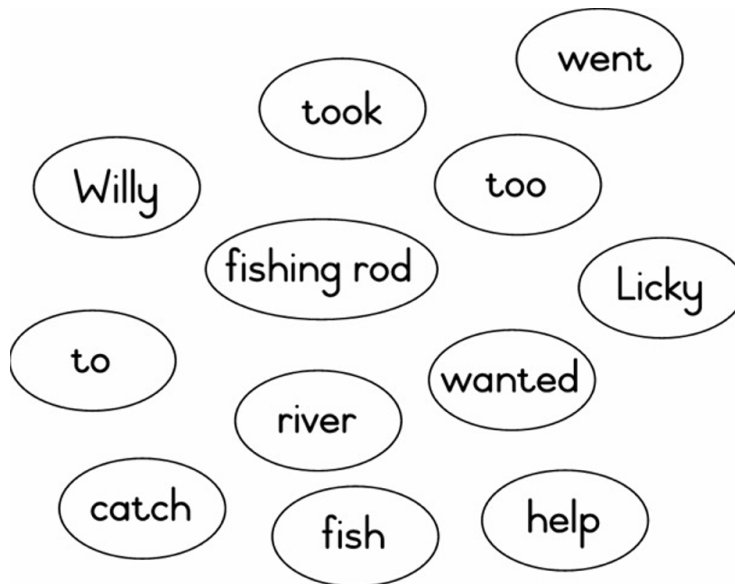


Figure 3.19

- Choose one and colour it.



I can read  
them all!



I can read some  
words.



Oops!  
I'll try again.

Figure 3.20

LO 3.5.10	
-----------	--

Table 3.27

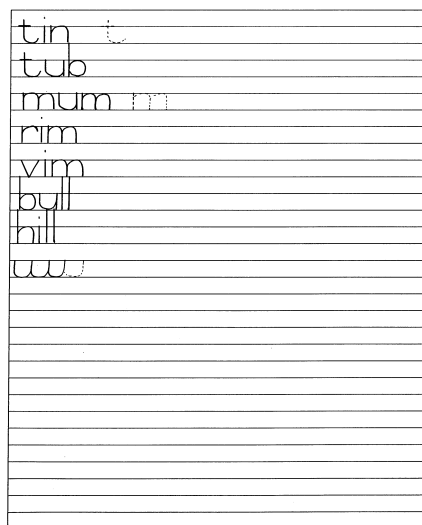


Figure 3.21

LO 4.1.2	LO 4.1.3
----------	----------

Table 3.28

- Listen.

What do you think? Did Willy catch his fish? Listen carefully to the next part of the story.

Licky jumped up and down on Willy's shoulder.

"You've got one! You've caught a fish, Willy!" shouted Licky. Licky was so excited that he fell off Willy's shoulder.

"It's a big one. I can feel it," shouted Willy.

Willy just knew that it was going to be a struggle to bring this huge fish out.

Now any fisherman will tell you that sometimes it is hard work pulling out a fish, especially if it's such a big one!

Willy pulled and pulled. Walter and Licky were just as excited and shouted and screamed at Willy. They too began to pull on the line. All three of them pulled and pulled with all their might.

Suddenly they were all lying on the grass. "Hey, where's the fish?" asked Walter. Willy looked at his fishing rod. No fish!! Only a piece of a root on his hook.

Willy had thrown the line too far. It had caught onto a root of a plant. It wasn't a fish that was on the hook at all – only a root! What a disappointment! But Walter wasn't disappointed! He looked at the nice juicy root and smiled a big smile.

"Willy, that's a delicious root. May I have it for my dinner?" asked Walter. Everyone burst out laughing.

"You didn't catch a fish for your dinner, but at least you caught Walter's dinner," laughed Licky.

All three turned and walked home. "Well, never mind, next time we'll have better luck," said Willy with a big smile on his face.

1. Take turns to tell the story to a friend.
2. Draw a picture of Willy's "fish".

3. Talk about how Willy felt.
4. Talk about how Walter felt.
5. Discuss your feelings about the story.

LO 1.3.7		LO 1.3.8	
----------	--	----------	--

**Table 3.29**

---

More  words

**Figure 3.22**

---

- Sound the words.
- Read the words.
- Write the words.
- Draw their pictures.

---

	sock	lock	rock	
duck	luck	tuck	suck	
	prick	Dick	tick	
wick	cock	buck	dock	

---

duck .....

.....

.....

.....

.....

.....

Figure 3.23

LO 3.5.9	
----------	--

Table 3.30

- Now write the story of “Freddy”.
- Read it to the class.
- Draw the picture.

Freddy lived .....

He was a big .....

One day a boy .....

with his .....and

hook.

Freddy was .....

“Help, .....,” he

shouted.

His friends .....

They saved .....  
 Freddy was very .....

- Choose words for your story.

caught him				in the river
help			fish	
	fishing rod			frightened
helped him		him		glad

**Table 3.31**

LO 4.4.1		LO 4.5.1		LO 4.6.3	
----------	--	----------	--	----------	--

**Table 3.32**

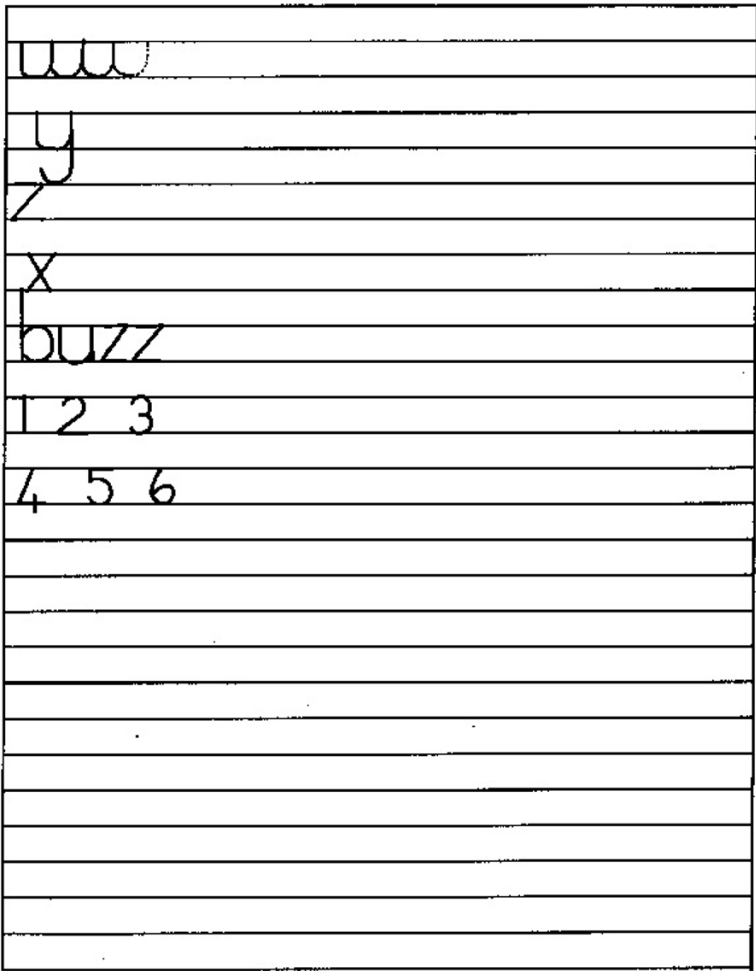


Figure 3.24

LO 4.1.2	LO 4.1.3
----------	----------

Table 3.33

3.6.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:

- 1.3.7 expresses feelings about the story;
- 1.3.8 communicates back the sequence of ideas.

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text;

3.4.1 reads simple written materials;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.9 recognises common consonant diagraphs at the beginning and end of words;

3.5.10 recognises some high-frequency sight words.

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.2 writes with increasing legibility;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.4:** We know this when the learner drafts and revises:

4.4.1 contributes ideas to a group writing a story;

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

4.5.1 uses letters to form single words and short sentences;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.3 attempts to spell unfamiliar words using knowledge of phonics.

## 3.7 Willy goes fishing 04<sup>7</sup>

### 3.7.1 ENGLISH HOME LANGUAGE

### 3.7.2 Willy goes fishing

### 3.7.3 EDUCATOR SECTION

### 3.7.4 Memorandum

For the educator:

This module, “Willy goes fishing”, gives learners the opportunity to discuss different kinds of sport. Learners discuss sporting activities in which they take part and collect photos, news items and posters that they bring to school.

The educator can tape a variety of comments of matches. Learners listen and identify which sport is being played. Learners therefore listen without seeing the speaker, to develop auditory perception. Tapes of stories should be a regular activity to listen to in the Foundation Phase classroom. (LO/AS 1.7.)

To correlate with the theme, the educator can design a “fishing game” to test the vocabulary learnt in previous modules. The words can be written on cards, a paper-clip attached to each card, a fishing rod made with an open paper-clip on the end and learners can take turns to “catch a fish” and read the word on the card.

In the previous module the “nd” and “mp” sounds at the end of words were introduced. In this module these words are revised and the “ck” sound is introduced.

Write these words on flash cards and teach them as sight words to the learners: sport; cricket; tennis; hockey; rugby; soccer; netball and fishing.

---

<sup>7</sup>This content is available online at <<http://cnx.org/content/m23742/1.1/>>.

### 3.7.4.1 Integration of themes

The topic of this module revolves around sport. Learners realize all children should be able to take part in sport – Human rights. There should be amenities for everybody. Sports facilities provide a safe playing area for everybody, provide healthy recreational

Writing stories.

The six pictures can be enlarged.

Divide the class into groups and give each group a blank piece of paper and one of the pictures. Every group must write four sentences about their picture. The educator will assist the groups with the writing of words. Each learner in the group can be responsible for a different task, e.g. one can cut out the picture, one can find a word in the flip file, etc. Everyone in the group must be able to read their four sentences. At the end of the lesson all the stories can be joined together to make one long story.

Newspaper activities.

Let the learners bring newspapers to school.

Divide the class into four or five groups.

Do the activity planned on the next page (p. 22).

Also use newspapers for the following activities:

1. Cut out letters to build the names of the learners in a group.
2. Find a picture that depicts a happy person and one of an unhappy person.
3. Find four words that your group can read. Cut them out and paste them on a piece of paper.
4. Cut out three words and make sentences with them.
5. Find words beginning with a “b”.
6. Find words that end in “nd” and “mp”.

Read them and draw the pictures.

LO 2.8		LO 4.5.1		LO6.2	
--------	--	----------	--	-------	--

**Table 3.34**



### 3.7.5 LEARNER SECTION

#### 3.7.6 Content

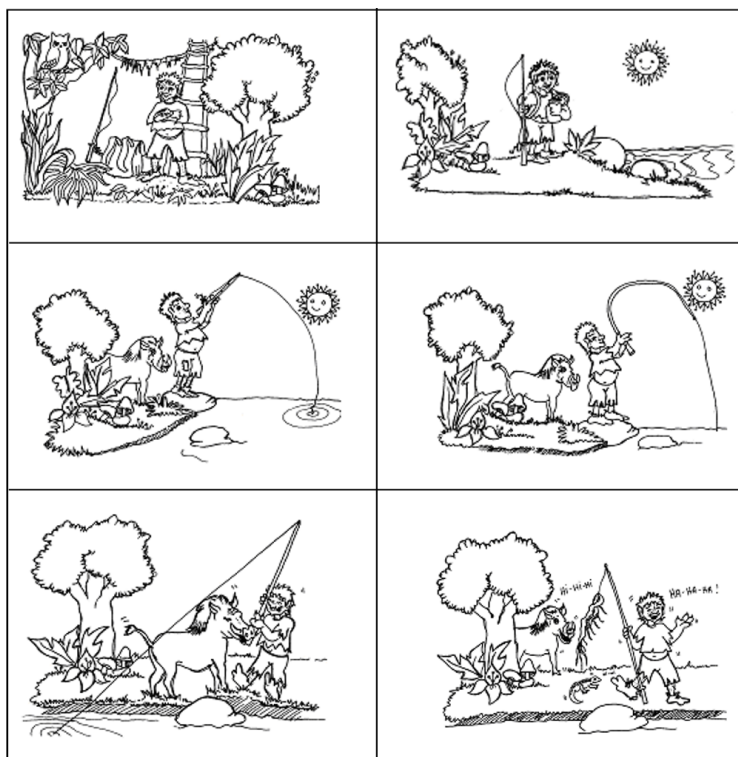


Figure 3.25

LO 2.7	LO 4.4.1	LO 4.4.2	LO 4.4.3	LO 6.3.3
--------	----------	----------	----------	----------

Table 3.35

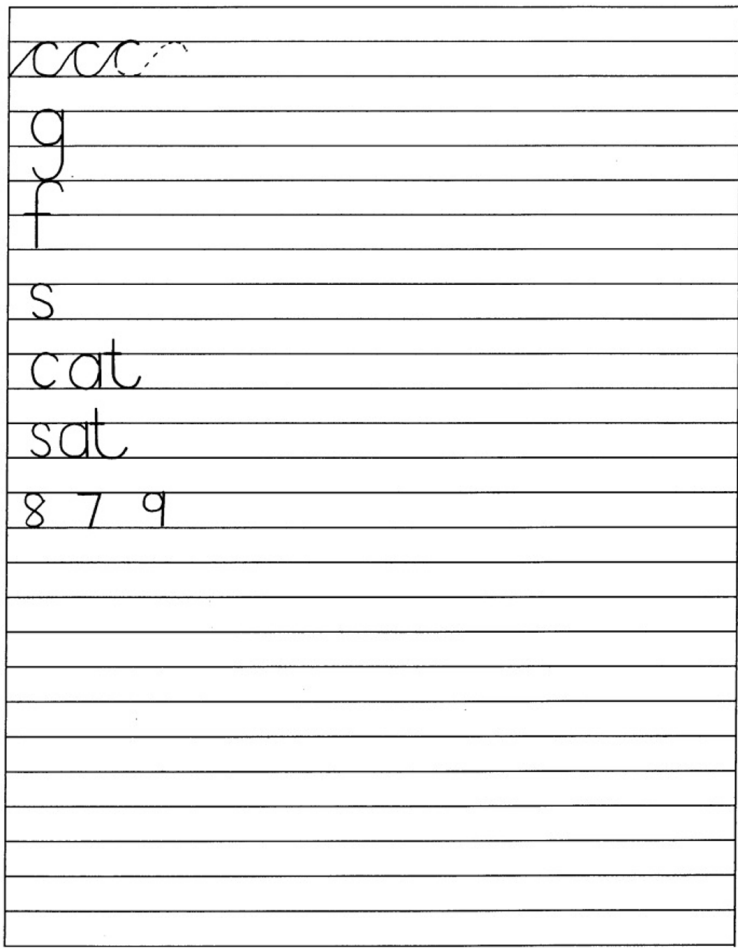
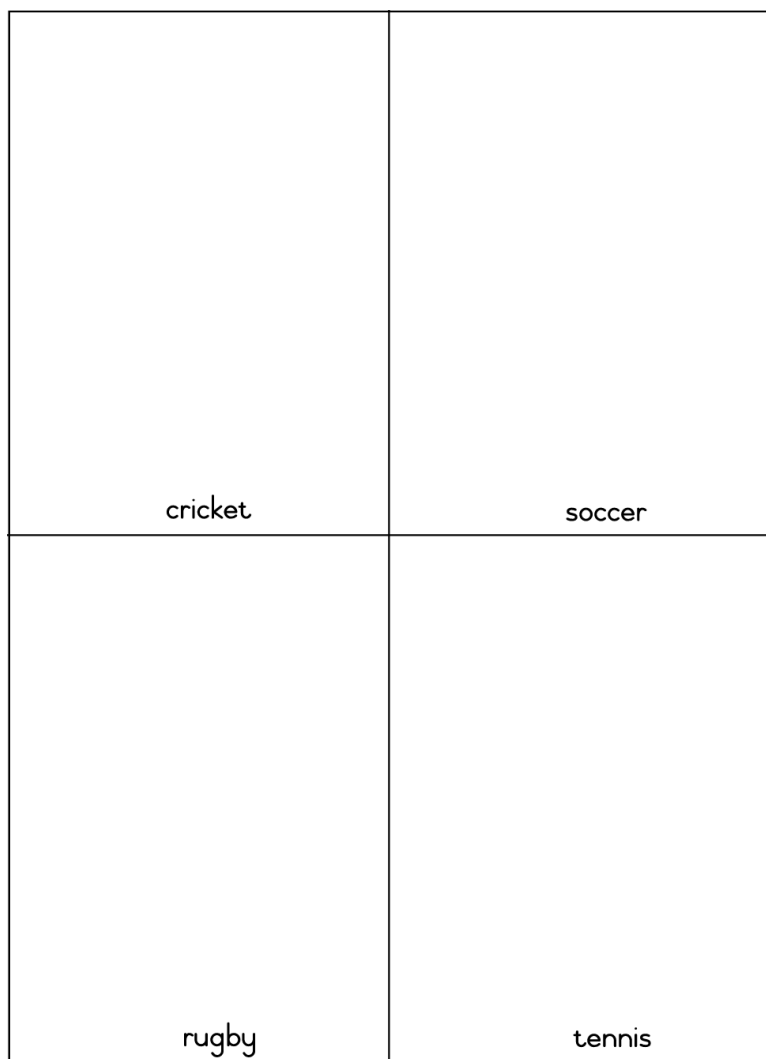


Figure 3.26

LO 4.1.2	LO 4.1.3
----------	----------

Table 3.36

- Find a picture to match each of the words below. Paste them into the correct blocks.



**Figure 3.27**

---

LO 3.1.2		LO 3.2.3	
----------	--	----------	--

**Table 3.37**

- Listen to the story.
- Read it together.
- Read it by yourself.
- Draw the picture.



Figure 3.28

---

Willy wants to play cricket.  
 He has a bat and a ball.  
 Dad made the bat.  
 Licky, Walter, Sam and Terry  
 also want to play.  
 Willy hits the ball.  
 The ball falls in the river.  
 Sam finds it.  
 Now it is Walter's turn.

LO 3.1.2	LO 3.2.3	
----------	----------	--

Table 3.38

### 3.7.7 Assessment

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.1:** We know this when the learner uses visual clues to make meaning:

3.1.2 uses illustrations to interpret the meaning of stories, and tells a story;

**Assessment Standard 3.2:** We know this when the learner role-plays reading:

3.2.3 looks at words and pictures;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.2 writes with increasing legibility;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.4:** We know this when the learner drafts and revises:

4.4.1 contributes ideas to a group writing a story;

4.4.2 revises a draft of the group's story to be clearer and more interesting;

4.4.3 writes and reads own draft to teacher and classmates, and starts to make revisions;

**Assessment Standard 6.3:** We know this when the learner works with sentences:

6.3.3 uses nouns, pronouns and prepositions correctly.

## 3.8 Willy goes fishing 05<sup>8</sup>

### 3.8.1 ENGLISH HOME LANGUAGE

#### 3.8.2 Willy goes fishing

### 3.8.3 EDUCATOR SECTION

#### 3.8.4 Memorandum

For the educator:

This module, “Willy goes fishing”, gives learners the opportunity to discuss different kinds of sport. Learners discuss sporting activities in which they take part and collect photos, news items and posters that they bring to school.

The educator can tape a variety of comments of matches. Learners listen and identify which sport is being played. Learners therefore listen without seeing the speaker, to develop auditory perception. Tapes of stories should be a regular activity to listen to in the Foundation Phase classroom. (LO/AS 1.7.)

To correlate with the theme, the educator can design a “fishing game” to test the vocabulary learnt in previous modules. The words can be written on cards, a paper-clip attached to each card, a fishing rod made with an open paper-clip on the end and learners can take turns to “catch a fish” and read the word on the card.

In the previous module the “nd” and “mp” sounds at the end of words were introduced. In this module these words are revised and the “ck” sound is introduced.

Write these words on flash cards and teach them as sight words to the learners: sport; cricket; tennis; hockey; rugby; soccer; netball and fishing.

#### 3.8.4.1 Integration of themes

The topic of this module revolves around sport. Learners realize all children should be able to take part in sport – Human rights. There should be amenities for everybody. Sports facilities provide a safe playing area for everybody, provide healthy recreational

Writing stories.

The six pictures can be enlarged.

Divide the class into groups and give each group a blank piece of paper and one of the pictures. Every group must write four sentences about their picture. The educator will assist the groups with the writing of words. Each learner in the group can be responsible for a different task, e.g. one can cut out the picture, one can find a word in the flip file, etc. Everyone in the group must be able to read their four sentences. At the end of the lesson all the stories can be joined together to make one long story.

Newspaper activities.

Let the learners bring newspapers to school.

Divide the class into four or five groups.

Do the activity planned on the next page (p. 22).

<sup>8</sup>This content is available online at <<http://cnx.org/content/m23843/1.1/>>.

Also use newspapers for the following activities:

1. Cut out letters to build the names of the learners in a group.
  2. Find a picture that depicts a happy person and one of an unhappy person.
  3. Find four words that your group can read. Cut them out and paste them on a piece of paper.
  4. Cut out three words and make sentences with them.
  5. Find words beginning with a “b”.
  6. Find words that end in “nd” and “mp”.
- Read them and draw the pictures.

LO 2.8		LO 4.5.1		LO6.2	
--------	--	----------	--	-------	--

**Table 3.39**

### 3.8.5 LEARNER SECTION

#### 3.8.6 Content

Crossword Puzzle

- Read the clues.
- Write them in the right blocks.

Clues:

cricket  
netball  
rugby  
hockey  
tennis  
soccer

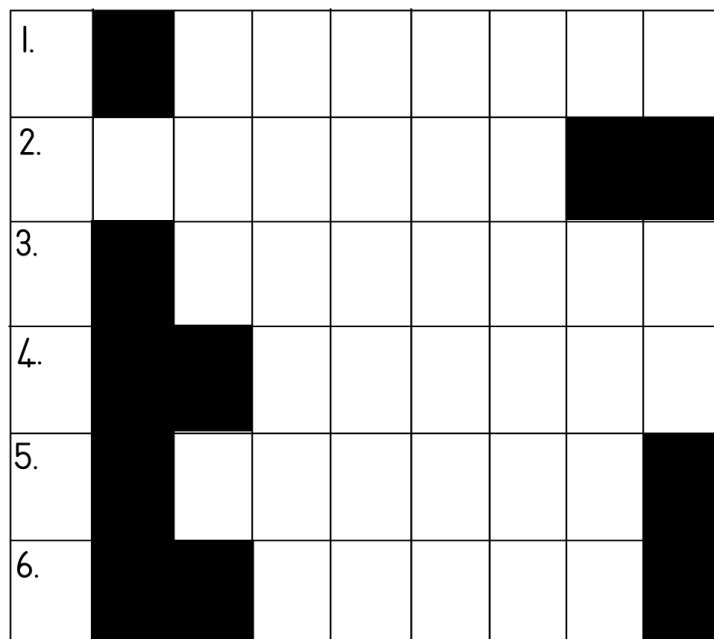


Figure 3.29

- 
1. For girls only.
  2. Play with a .
  3. A bat and a ball.
  4. A racket and a ball.
  5. A  ball.
  6. A  ball.

Figure 3.30

---

LO 5.3.4	
----------	--

Table 3.40

- Complete.





**Table 3.42**

- My graph tells me:-

Most children like .....  
 Least children like .....  
 More children like ..... than.....  
 How many children like cricket? .....

LO 4.3.4		LO 4.3.5		LO 5.4.1	
----------	--	----------	--	----------	--

**Table 3.43**

### 3.8.7 Dictionary Page

- Read the words.
- Use them in your stories.
- Keep this page in your file.




















<p>ck</p> <p>as at the end of kick</p>	 <p>stick</p>	 <p>pick</p>	 <p>lick</p>
 <p>sock</p>	 <p>rock</p>	 <p>frock</p>	 <p>lock</p>
 <p>buck</p>	 <p>tuck</p>	 <p>suck</p>	 <p>duck</p>
 <p>deck</p>	 <p>peck</p>	 <p>neck</p>	 <p>prick</p>
 <p>back</p>	 <p>pack</p>	 <p>stack</p>	 <p>sack</p>

Figure 3.32

LO 3.5.9	LO 4.6.4	
----------	----------	--

Table 3.44

3.8.7.1 My Vocabulary Page

- Read the words over and over.
- Use them in your stories.
- Keep this page in your file.

fishing	cricket	netball	rugby
tennis	soccer	hockey	goes
rod	catch	fish	caught
him	frightened	glad	shouted
down	up	chase	ball
also	falls	finds	turn

Table 3.45

- Tick one block only.

---

I can read all the words.	<input type="checkbox"/>
I can read most of the words.	<input type="checkbox"/>
I can only read a few words.	<input type="checkbox"/>

Figure 3.33

---

LO 3.5.10		LO 4.6.4	
-----------	--	----------	--

Table 3.46

### 3.8.8 Assessment

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.9 recognises common consonant diagraphs at the beginning and end of words;

3.5.10 recognises some high-frequency sight words.

**Learning Outcome 4: WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.3:** We know this when the learner writes for different purposes:

4.3.4 uses simple strategies for getting and recording information;

4.3.6 collects suitable pictures and graphics to illustrate text;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.4 builds own word bank and personal dictionary.

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.3:** We know this when the learner uses language to investigate and explore:

6.3.4 solves picture and word puzzles;

**Assessment Standard 5.4:** We know this when the learner processes information:

5.4.1 organises information in simple graphical forms.

# Chapter 4

## Term 4

### 4.1 Hello, Willy! - Willy comes to visit<sup>1</sup>

#### 4.1.1 ENGLISH HOME LANGUAGE

#### 4.1.2 Hello, Willy!

#### 4.1.3 EDUCATOR SECTION

#### 4.1.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

##### 4.1.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The learners get a visit from Willy but many problems will arise.

The techniques and strategies of problem solving are practised.

Polite forms of greeting are practised when the poem is read and acted.

- Phonics: Words with “**oo**” and “**ee**” are learnt.
- Writing: Learners now begin to write between narrow lines.

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m23846/1.1/>>.

#### 4.1.4.2 Integration of themes

- A healthy environment

Although Willy leaves home to spend a weekend with the learners in there environment, he needs to feel safe, protected and cared for – **Human rights**. Learners can do much to keep their environments clean and free from dangers.

In this module Willy Wop pays a visit to the children. This serves as preparation for the last module when they pay a visit to Willy and all the Wops in the forest. The learners must remember that Willy is much smaller than they are. In the first module Willy's length is described as being, "just as high as Teacher's knee". They are going to plan activities to do with Willy. They will decide which problems Willy will have to cope with in their homes, e.g.: Will he be able to reach doorknobs? Will he be able to eat with a knife and a fork? Where will he sleep?

In this module writing is done in the lines as examples show. Learners need constant practice in writing between these lines. Their stories are still written on blank paper.

Keep flashing words learned in previous modules, also adding these learned in Module 7.

**4.1.5 Learners discuss the concepts similarities and differences. Pictures out of magazines can be used, e.g. comparing pictures of two cars. What are the similarities? Differences? When they understand these concepts they can do the activity.**

#### 4.1.6 LEARNER SECTION

##### 4.1.7 Content

- Read the story to the class.

##### 4.1.7.1 Willy comes to visit

We all know where Willy Wop and his family live. Well, surprise! surprise! Daddy Wop is going to bring Willy Wop to come and visit us!

They have to go all the way through the forest. They have to follow the winding trail on the other side of the forest. Then they must go over the hill and follow the long, narrow path down the hill until they come to the deep, deep river. There they must find the raft, which is hidden in the long grasses so that they can cross the river. We will meet Willy at the river and take him to our homes to spend a few days with us.

- We will have to plan Willy's holiday carefully.
1. What kind of games would you play with such a little forest boy?
  2. Will you also take him fishing?
  3. Which games do you play that will be new to Willy?
  4. How will you take Willy to other places?
  5. What do you think Willy will say about all these new experiences?

LO 1.3.6		LO 1.3.7		LO 2.1		LO 5.3.2	
----------	--	----------	--	--------	--	----------	--

Table 4.1

- Draw these pictures.

Your home.



Figure 4.1

Willy’s home.



Figure 4.2

LO 1.1		LO 2.1	
--------	--	--------	--

Table 4.2

- Talk about things that are the same about your home and Willy's home.
- Talk about things that are different.
- Give reasons why some things are different about your home and Willy's home.
- Which home do you prefer? Why?

LO 2.8		LO 2.8.2		LO 5.2.4	
--------	--	----------	--	----------	--

Table 4.3

- Listen to the poem several times.
- Say it with your teacher.
- Act it or mime it.

#### 4.1.7.2 Willy goes visiting.

The little bird said:

"Good morning, dear Willy, my friend",

As he sat on the branch of a tree,

"Where are you going so early this morning?"

And Willy said:

"Good morning, little bird in the tree,

I'm visiting my friends in the city."

And Sammy the Snake said:

"Good afternoon, dear Willy, my friend,"

As he lay in the sun on the stone,

"Why do you climb this hill so high?"

And Willy said:

"Good afternoon, Sammy, up there on the stone,

I'm visiting my friends and they're far from home."

And the frog said: "Good evening, dear Willy, my friend,"

As he sat on the log in the river,

"Where are you sailing to on your raft?"

And Willy said:

"Good evening, little green frog in the river,

I'm visiting my friends and I'm beginning to shiver."

With a wave of his hand

He set off to the land

Where his friends were waiting for him.

G.J.M.

- What time of day did he meet the bird? the snake? the frog?

LO 1.3		LO 1.3.2		LO 2.9.4		LO 2.8.3	
--------	--	----------	--	----------	--	----------	--

Table 4.4

- Who did Willy meet?



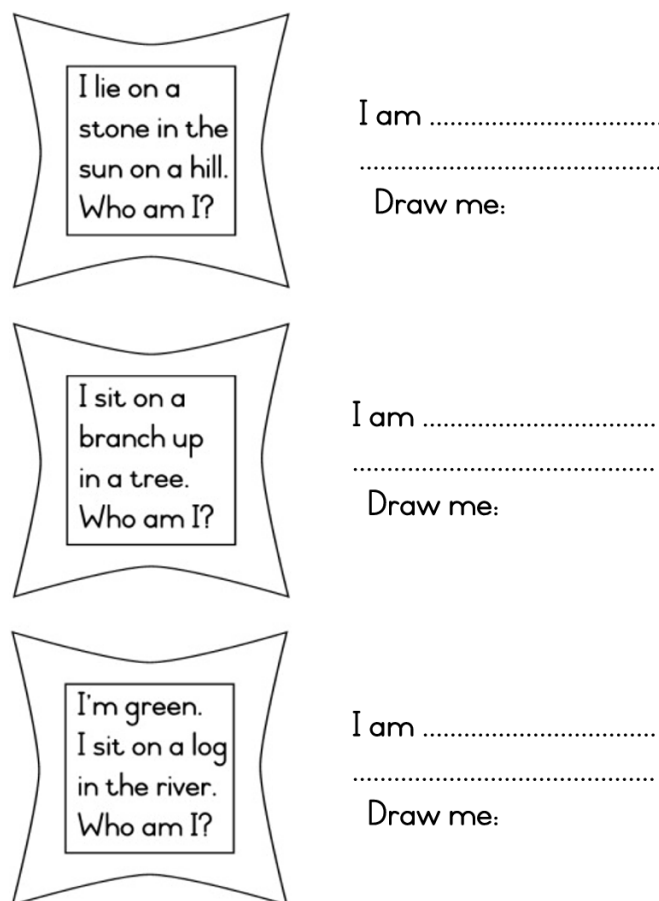


Figure 4.3

LO 1.3.4		LO 1.4		LO 4.5.4	
----------	--	--------	--	----------	--

Table 4.5

#### 4.1.8 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.1:** We know this when the learner listens attentively to instructions and announcements, and responds appropriately;

**Assessment Standard 1.3:** We know this when the learner *listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:*

- 1.3.2 acts out parts of the story, song or rhyme;
- 1.3.4 draws a picture of the story, and writes a few words about it;
- 1.3.6 draws a picture of the story, and writes a few words about it;

1.3.7 expresses feelings about the story;

**Assessment Standard 1.4:** We know this when the learner listens, enjoys and responds appropriately to riddles and jokes.

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner talks about personal experiences, feelings and news;

**Assessment Standard 2.8:** We know this when the learner contributes to class and group discussions: 2.8.2 reports back on behalf of group following group work;

2.8.3 responds to questions asked by listeners;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

4.5.4 writes own sentences, with the support of writing frames where necessary;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

5.2.4 identifies similarities and differences, using appropriate language;

**Assessment Standard 5.3:** We know this when the learner uses language to investigate and explore:

5.3.2 offers explanations and solutions.

## 4.2 Hello Willy! - Willy comes to visit - 02<sup>2</sup>

### 4.2.1 ENGLISH HOME LANGUAGE

#### 4.2.2 Hello, Willy!

### 4.2.3 EDUCATOR SECTION

#### 4.2.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

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<sup>2</sup>This content is available online at <<http://cnx.org/content/m23849/1.1/>>.

#### 4.2.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The learners get a visit from Willy but many problems will arise.

The techniques and strategies of problem solving are practised.

Polite forms of greeting are practised when the poem is read and acted.

- Phonics: Words with “oo” and “ee” are learnt.
- Writing: Learners now begin to write between narrow lines.

#### 4.2.4.2 Integration of themes

- A healthy environment

Although Willy leaves home to spend a weekend with the learners in there environment, he needs to feel safe, protected and cared for – **Human rights**. Learners can do much to keep their environments clean and free from dangers.

In this module Willy Wop pays a visit to the children. This serves as preparation for the last module when they pay a visit to Willy and all the Wops in the forest. The learners must remember that Willy is much smaller than they are. In the first module Willy’s length is described as being, “just as high as Teacher’s knee”. They are going to plan activities to do with Willy. They will decide which problems Willy will have to cope with in their homes, e.g.: Will he be able to reach doorknobs? Will he be able to eat with a knife and a fork? Where will he sleep?

In this module writing is done in the lines as examples show. Learners need constant practice in writing between these lines. Their stories are still written on blank paper.

Keep flashing words learned in previous modules, also adding these learned in Module 7.

**4.2.5 Learners discuss the concepts similarities and differences. Pictures out of magazines can be used, e.g. comparing pictures of two cars. What are the similarities? Differences? When they understand these concepts they can do the activity.**

#### 4.2.6 LEANER SECTION

#### 4.2.7 Content

- Read the story to the class.
- Let them discuss the problems Willy will have.
- Let them identify any other problems that come to mind.
- Ask for suggestions as to how they will overcome these problems.

##### 4.2.7.1 Willy comes to visit.

You know now how small Willy is – about half your size.

Think of all the things you do in your home: in the kitchen, in the lounge, in the bathroom, in the playroom, in the bedroom. Will Willy be able to do them too or will he have problems?

Think of the garden: the games you play, your friends, your pets. Is it safe for Willy? Will he be able to join in your games? Will he be able to play with your friends? What will they think of Willy?

- How well did you listen?

What will Willy think about the way you celebrate your birthday? Your toys? Balloons? Birthday cake with candles? Can you remember how Willy celebrated his birthday? Tell the class.

LO 1.3.6		LO 2.1		LO 2.7		LO 5.2.1	
----------	--	--------	--	--------	--	----------	--

**Table 4.6**

- Listen to the story.
- Read the story.

#### 4.2.7.2 Willy comes to play.

Willy comes to play with me.

I am glad Willy is here.

We play outside on the grass.

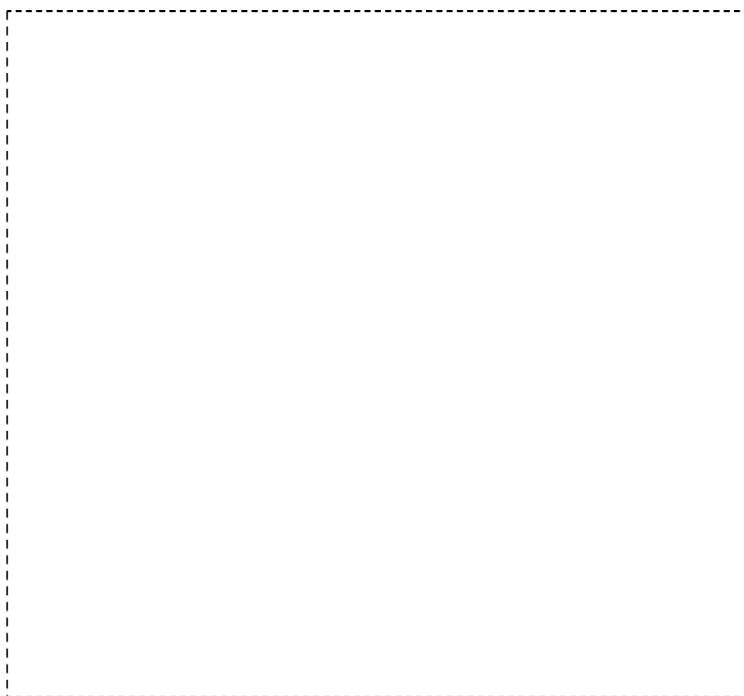
We play with the ball.

Willy can run fast.

He can catch the ball.

Well done, Willy.

- Draw the picture.



**Figure 4.4**

---

LO 3.2.1		LO 3.3.1		LO 3.4.3	
----------	--	----------	--	----------	--

Table 4.7

- Think of four problems Willy will have when he comes to visit.
- What plans did you make?
- Draw the pictures.
- Write about the problems and the plans.

---

	Draw the problems.	Draw the plans.	Write:
1.			I will
2.			
3.			
4.			

Figure 4.5

---

LO 4.2.1		LO 4.5.1		LO 4.6.2	
----------	--	----------	--	----------	--

Table 4.8

- Copy carefully.
- Touch your lines.

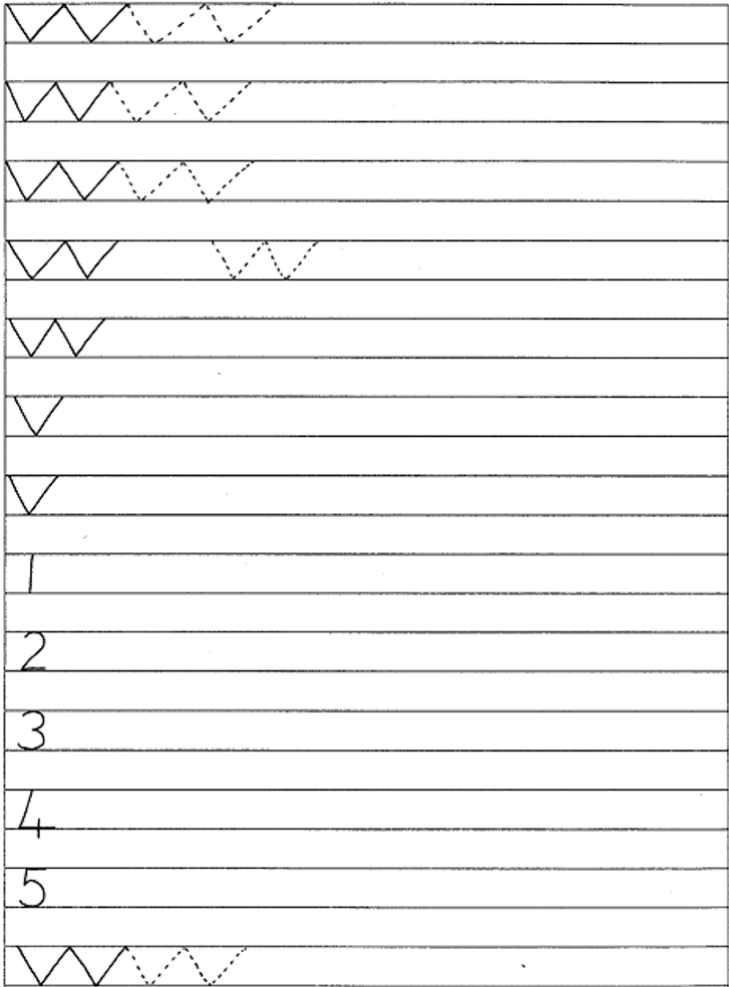


Figure 4.6

- Decorate the last line of the pattern.

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 4.9

### 4.2.7.3 Word building

- Build these words with oo in the middle as in book.
- Write the words.
- Draw the pictures.

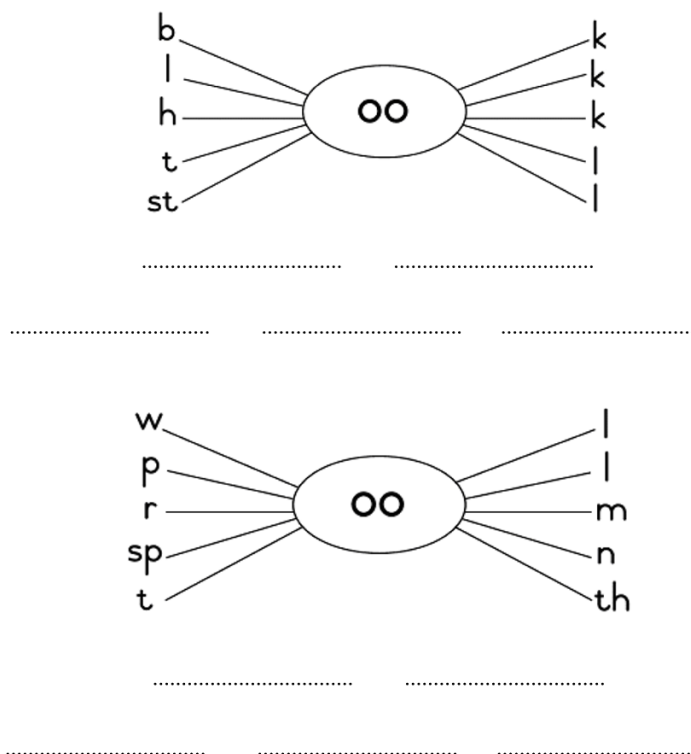


Figure 4.7

LO 3.5.6	
----------	--

Table 4.10

### 4.2.8 Assessment

**Learning Outcome 1:LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner *listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:*

1.3.6 draws a picture of the story, and writes a few words about it;

**Assessment Standard 1.4:** We know this when the learner listens, enjoys and responds appropriately to riddles and jokes.

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.1:** We know this when the learner talks about personal experiences, feelings and news;

**Assessment Standard 2.7:** We know this when the learner tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.2:** We know this when the learner role-plays reading:

3.2.1 holds a book the right way up;

**Assessment Standard 3.3:** We know this when the learner makes meaning of written text:

3.3.1 reads a story with the teacher and identifies the details;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.6 groups common words into word families;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.2:** We know this when the learner does pre-writing:

4.2.1 creates and uses drawings as a focus for writing;

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

4.5.1 uses letters to form single words and short sentences;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.2 spells common words correctly;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

5.2.1 understands and uses language for logic and reasoning, such as cause and effect.

## 4.3 Hello, Willy! - What does Willy like?<sup>3</sup>

### 4.3.1 ENGLISH HOME LANGUAGE

### 4.3.2 Hello, Willy!

### 4.3.3 EDUCATOR SECTION

### 4.3.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

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<sup>3</sup>This content is available online at <<http://cnx.org/content/m23850/1.1/>>.



Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

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In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### 4.3.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The learners get a visit from Willy but many problems will arise.

The techniques and strategies of problem solving are practised.

Polite forms of greeting are practised when the poem is read and acted.

- Phonics: Words with “oo” and “ee” are learnt.
- Writing: Learners now begin to write between narrow lines.

#### 4.3.4.2 Integration of themes

- A healthy environment

Although Willy leaves home to spend a weekend with the learners in their environment, he needs to feel safe, protected and cared for – **Human rights**. Learners can do much to keep their environments clean and free from dangers.

In this module Willy Wop pays a visit to the children. This serves as preparation for the last module when they pay a visit to Willy and all the Wops in the forest. The learners must remember that Willy is much smaller than they are. In the first module Willy’s length is described as being, “just as high as Teacher’s knee”. They are going to plan activities to do with Willy. They will decide which problems Willy will have to cope with in their homes, e.g.: Will he be able to reach doorknobs? Will he be able to eat with a knife and a fork? Where will he sleep?

In this module writing is done in the lines as examples show. Learners need constant practice in writing between these lines. Their stories are still written on blank paper.

Keep flashing words learned in previous modules, also adding these learned in Module 7.

**4.3.5 Learners discuss the concepts similarities and differences. Pictures out of magazines can be used, e.g. comparing pictures of two cars. What are the similarities? Differences? When they understand these concepts they can do the activity.**

#### 4.3.6 LEARNER SECTION

##### 4.3.7 Content

- Listen to the story.
- Read the story.
- Read it again to a friend.

**4.3.7.1 What does Willy like?**

Willy likes our food.

He eats his dinner with a teaspoon.

He baths in a small tub.

I bath in the big bath.

Willy likes to watch television.

There is no television in the forest.

Willy is my friend. I like Willy and he likes me.

- Draw the picture.



**Figure 4.8**

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LO 1.3		LO 2.7		LO 3.4.1	
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**Table 4.11**

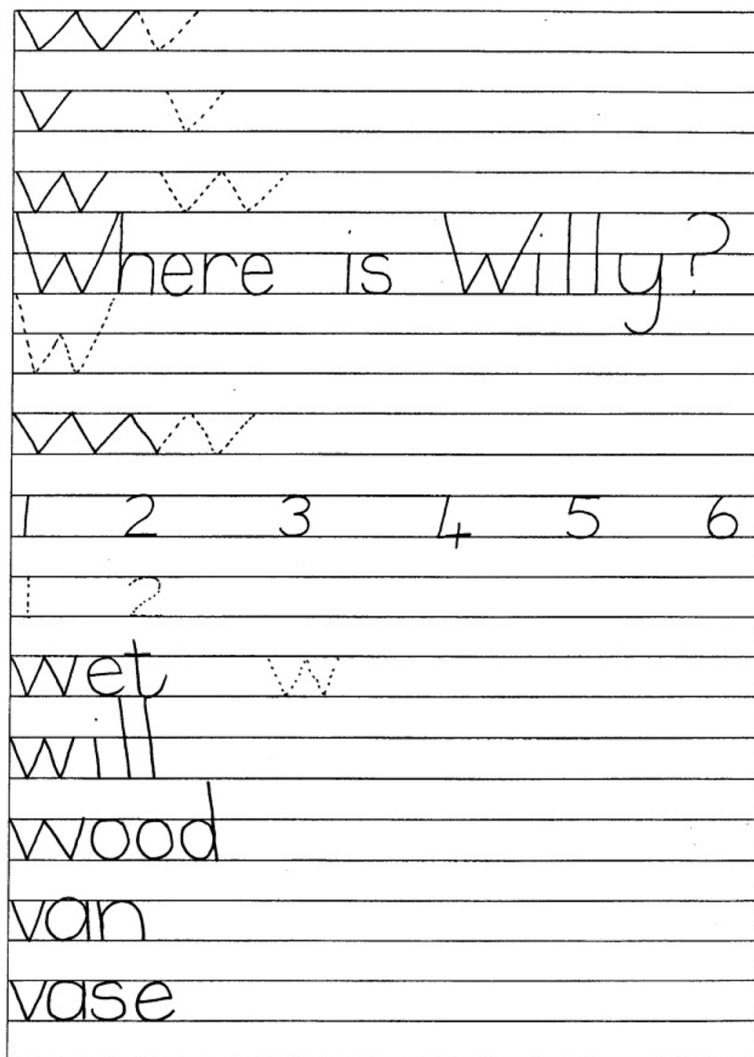


Figure 4.9

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 4.12

- Write these words carefully. Draw the pictures.

van	
vase	
violets	
Willy	
wing	
wolf	

Table 4.13

LO 3.4.3	
----------	--

Table 4.14

4.3.7.2 Word building

- Build these words with ee in the middle as in trees.
- Write the words.
- Draw the pictures.

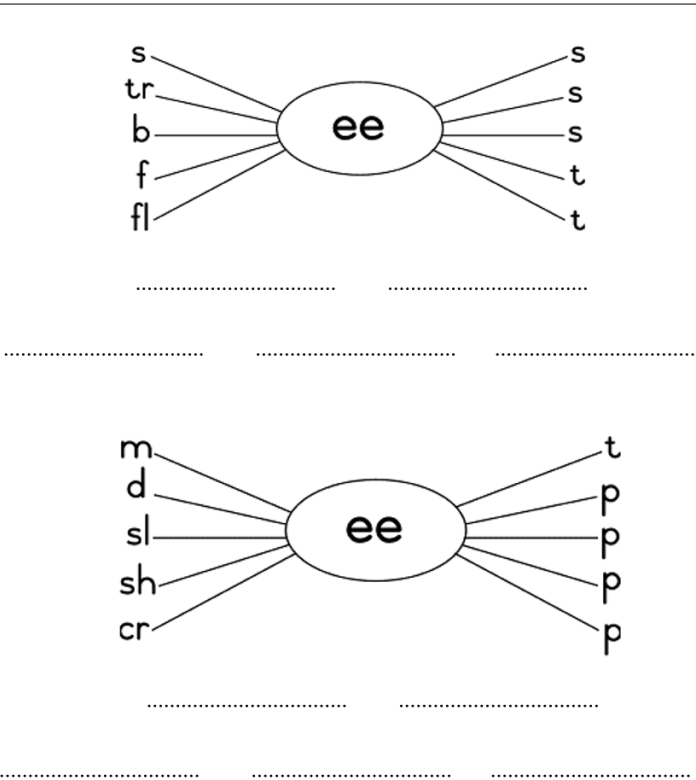


Figure 4.10

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LO 3.5.6		LO 4.6.3		LO 6.1.1	
----------	--	----------	--	----------	--

**Table 4.15**

- Listen to the story.
- Read the story.
- Read it again to a friend.

**4.3.7.3 Where is Willy?**

Where is Willy?

We cannot find Willy.

Has he run away?

Willy! Willy! Where are you?

We have looked everywhere!

- under the bed,

- behind the cupboard,

- up the tree,

- in Bobo's kennel.

Where can he be?

- Where do you think Willy is?
- Draw a picture to show where you think he is.

**Figure 4.11**

LO 1.3.4		LO 2.4		LO 2.8		LO 3.3.1	
----------	--	--------	--	--------	--	----------	--

Table 4.16

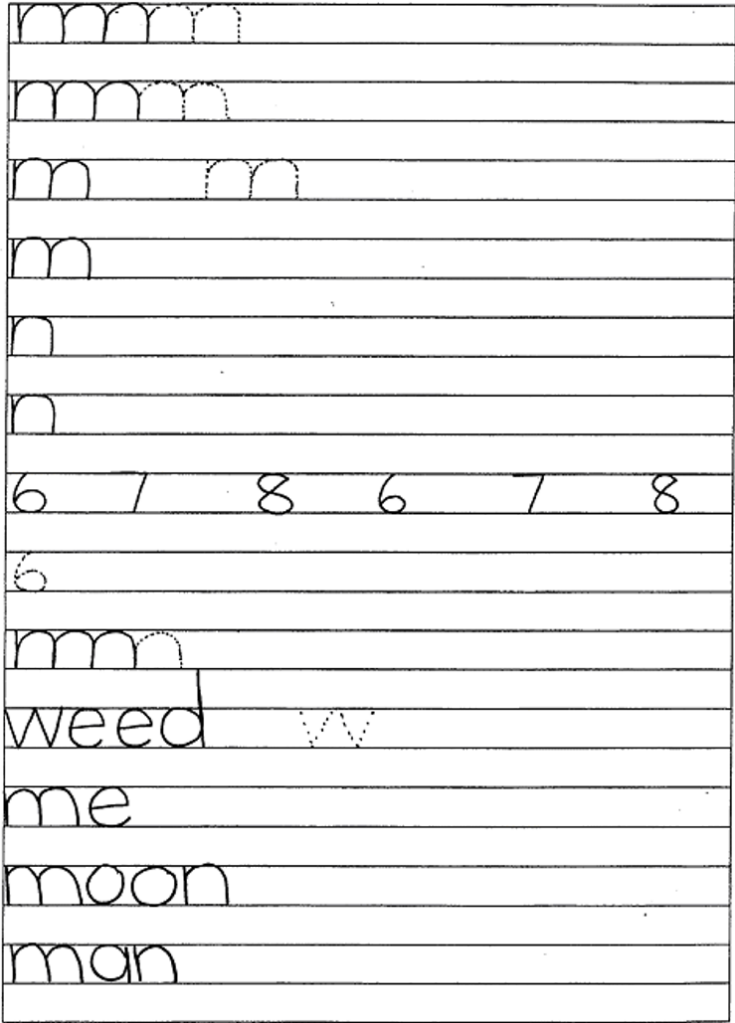


Figure 4.12

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 4.17

4.3.8 Assessment

**Learning Outcome 1:LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner *listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:*

1.3.4 draws a picture of the story, and writes a few words about it;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.4:** We know this when the learner uses language imaginatively for fun and fantasy;

**Assessment Standard 2.7:** We know this when the learner tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary;

**Assessment Standard 2.8:** We know this when the learner contributes to class and group discussions:

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.3:** We know this when the learner makes meaning of written text:

3.3.1 reads a story with the teacher and identifies the details;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.6 groups common words into word families;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.3 attempts to spell unfamiliar words using knowledge of phonics;

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.1:** We know this when the learner relates sounds to letters and words:

6.1.1 uses phonics to read and spell words.

## 4.4 Hello, Willy! - What does Willy like? 02<sup>4</sup>

### 4.4.1 ENGLISH HOME LANGUAGE

### 4.4.2 Hello, Willy!

### 4.4.3 EDUCATOR SECTION

### 4.4.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

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<sup>4</sup>This content is available online at <<http://cnx.org/content/m23854/1.1/>>.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### 4.4.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The learners get a visit from Willy but many problems will arise.

The techniques and strategies of problem solving are practised.

Polite forms of greeting are practised when the poem is read and acted.

- Phonics: Words with “oo” and “ee” are learnt.
- Writing: Learners now begin to write between narrow lines.

#### 4.4.4.2 Integration of themes

- A healthy environment

Although Willy leaves home to spend a weekend with the learners in their environment, he needs to feel safe, protected and cared for – **Human rights**. Learners can do much to keep their environments clean and free from dangers.

In this module Willy Wop pays a visit to the children. This serves as preparation for the last module when they pay a visit to Willy and all the Wops in the forest. The learners must remember that Willy is much smaller than they are. In the first module Willy’s length is described as being, “just as high as Teacher’s knee”. They are going to plan activities to do with Willy. They will decide which problems Willy will have to cope with in their homes, e.g.: Will he be able to reach doorknobs? Will he be able to eat with a knife and a fork? Where will he sleep?

In this module writing is done in the lines as examples show. Learners need constant practice in writing between these lines. Their stories are still written on blank paper.

Keep flashing words learned in previous modules, also adding these learned in Module 7.

**4.4.5 Learners discuss the concepts similarities and differences. Pictures out of magazines can be used, e.g. comparing pictures of two cars. What are the similarities? Differences? When they understand these concepts they can do the activity.**

#### 4.4.6 LEARNER SECTION

##### 4.4.7 Content

- Write and draw.



man		
mat		
mouse		
net		
name		
nest		

**Table 4.18**

LO 3.4.3	
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**Table 4.19****4.4.7.1 My Vocabulary page**

- Sound and read the words.
- Use them in your stories.
- Keep this page in your file.

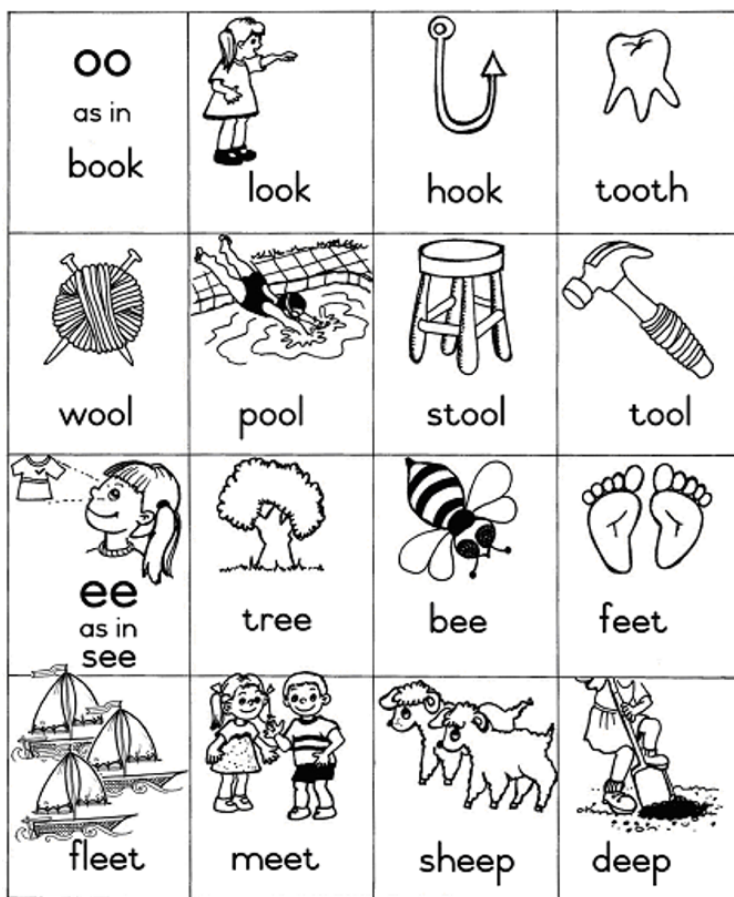


Figure 4.13

LO 3.4.3		LO 3.5.6		LO 4.6.4	
----------	--	----------	--	----------	--

Table 4.20

- Choose the right word for each sentence.

- The boy ..... his Mom.
- My ..... came out.
- I swim in the .....
- The ..... gives us .....
- I have two .....

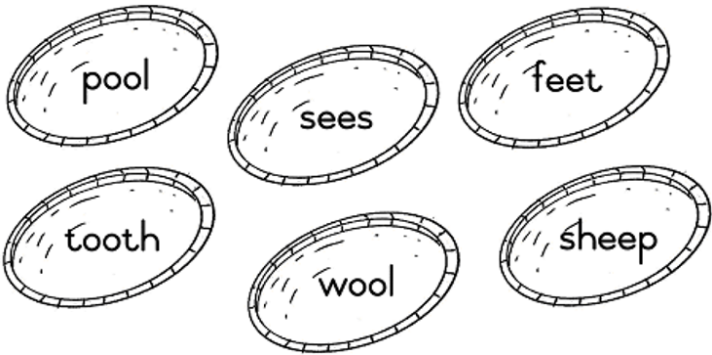


Figure 4.14

LO 4.5.1		LO 4.6.2		4.6.3	
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Table 4.21

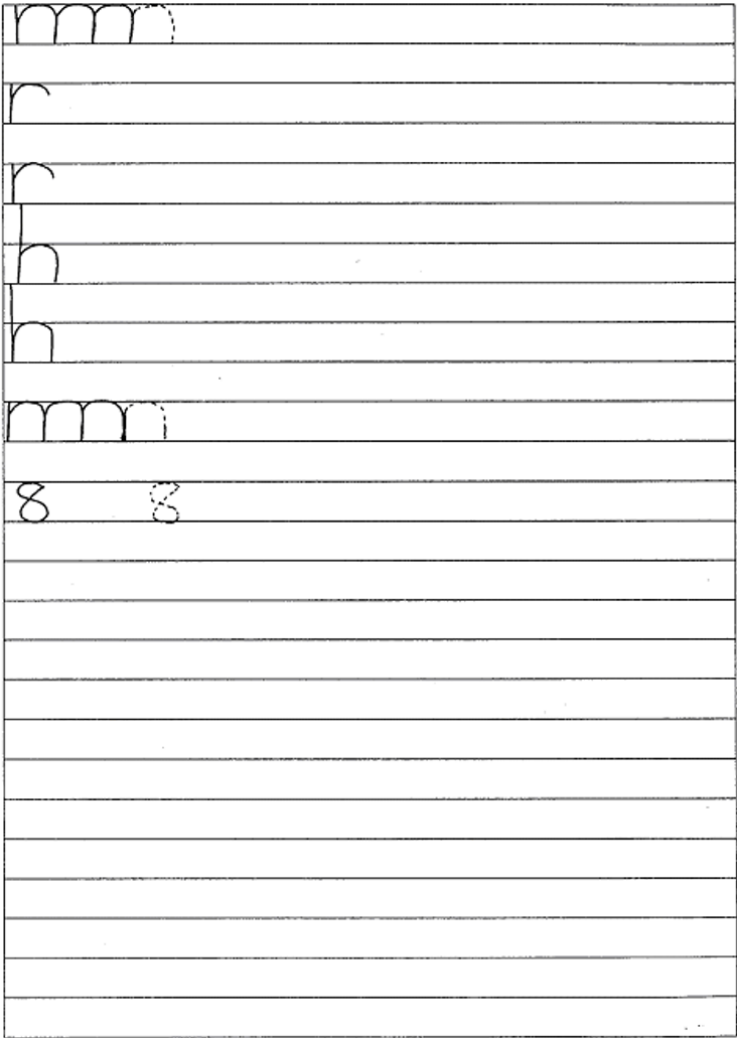


Figure 4.15

LO 4.1.1		LO 4.1.2		4.1.3	
----------	--	----------	--	-------	--

Table 4.22

- Write and draw.

rat		
ran		
rock		
red		
hat		
ham		
house		

Table 4.23

LO 3.4.3		LO 6.1.1	
----------	--	----------	--

Table 4.24

#### 4.4.8 Assessment

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.6 groups common words into word families;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.2 spells common words correctly;

4.6.3 attempts to spell unfamiliar words using knowledge of phonics;

- builds own word bank and personal dictionary;

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

4.5.1 uses letters to form single words and short sentences;

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.1:** We know this when the learner relates sounds to letters and words:

6.1.1 uses phonics to read and spell words.

## 4.5 Hello, Willy! - What does Willy like? 03<sup>5</sup>

### 4.5.1 ENGLISH HOME LANGUAGE

#### 4.5.2 Hello, Willy!

### 4.5.3 EDUCATOR SECTION

#### 4.5.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

##### 4.5.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The learners get a visit from Willy but many problems will arise.

The techniques and strategies of problem solving are practised.

Polite forms of greeting are practised when the poem is read and acted.

- Phonics: Words with “oo” and “ee” are learnt.
- Writing: Learners now begin to write between narrow lines.

##### 4.5.4.2 Integration of themes

- A healthy environment

Although Willy leaves home to spend a weekend with the learners in there environment, he needs to feel safe, protected and cared for – **Human rights**. Learners can do much to keep their environments clean and free from dangers.

In this module Willy Wop pays a visit to the children. This serves as preparation for the last module when they pay a visit to Willy and all the Wops in the forest. The learners must remember that Willy is much smaller than they are. In the first module Willy’s length is described as being, “just as high as Teacher’s knee”. They are going to plan activities to do with Willy. They will decide which problems Willy will have to cope with in their homes, e.g.: Will he be able to reach doorknobs? Will he be able to eat with a knife and a fork? Where will he sleep?

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<sup>5</sup>This content is available online at <<http://cnx.org/content/m23861/1.1/>>.

In this module writing is done in the lines as examples show. Learners need constant practice in writing between these lines. Their stories are still written on blank paper.

Keep flashing words learned in previous modules, also adding these learned in Module 7.

**4.5.5 Learners discuss the concepts similarities and differences. Pictures out of magazines can be used, e.g. comparing pictures of two cars. What are the similarities? Differences? When they understand these concepts they can do the activity.**

#### **4.5.6 LEARNER SECTION**

##### **4.5.7 Content**

- Listen to the story.
- Read the story.
- Read it again to a friend.

I see you!

“Willy, where have you been?” we all asked. “Look, you are wet!”

“I went down to the fish pond in the garden. Look what I have caught. A fish!

It’s not very big. Can I have it for my supper?”

“No, Willy, that is not a fish for eating,” said Mom. “That is our pet goldfish, called Gi-Gi. You cannot eat Gi-Gi, but I will make you fish for supper.” And she did!

- Draw a picture.

**Figure 4.16**

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LO 1.3.4		LO 3.5.10	
----------	--	-----------	--

**Table 4.25**

- Read the words on the plates.
- Write the missing words in the sentences.
- Read the sentences.
- Draw the pictures.



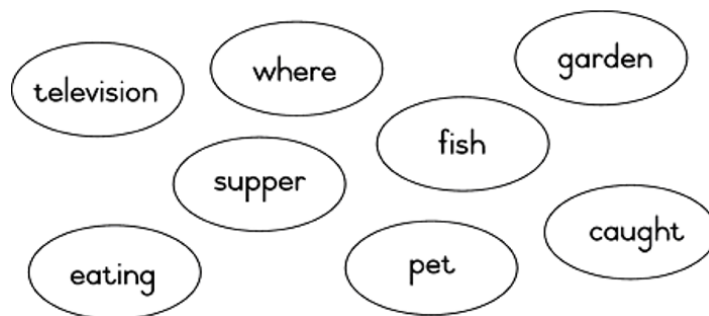


Figure 4.17

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I went to the pond.	
This is Gi-Gi our .	
Willy likes to watch .	
Mom made fish for .	

Table 4.26

LO 3.4.1		LO 3.5.10	
----------	--	-----------	--

Table 4.27

- Think of four things that you and Willy will do. Write them.
- Draw the pictures.

4.5.7.1 Willy comes to visit.

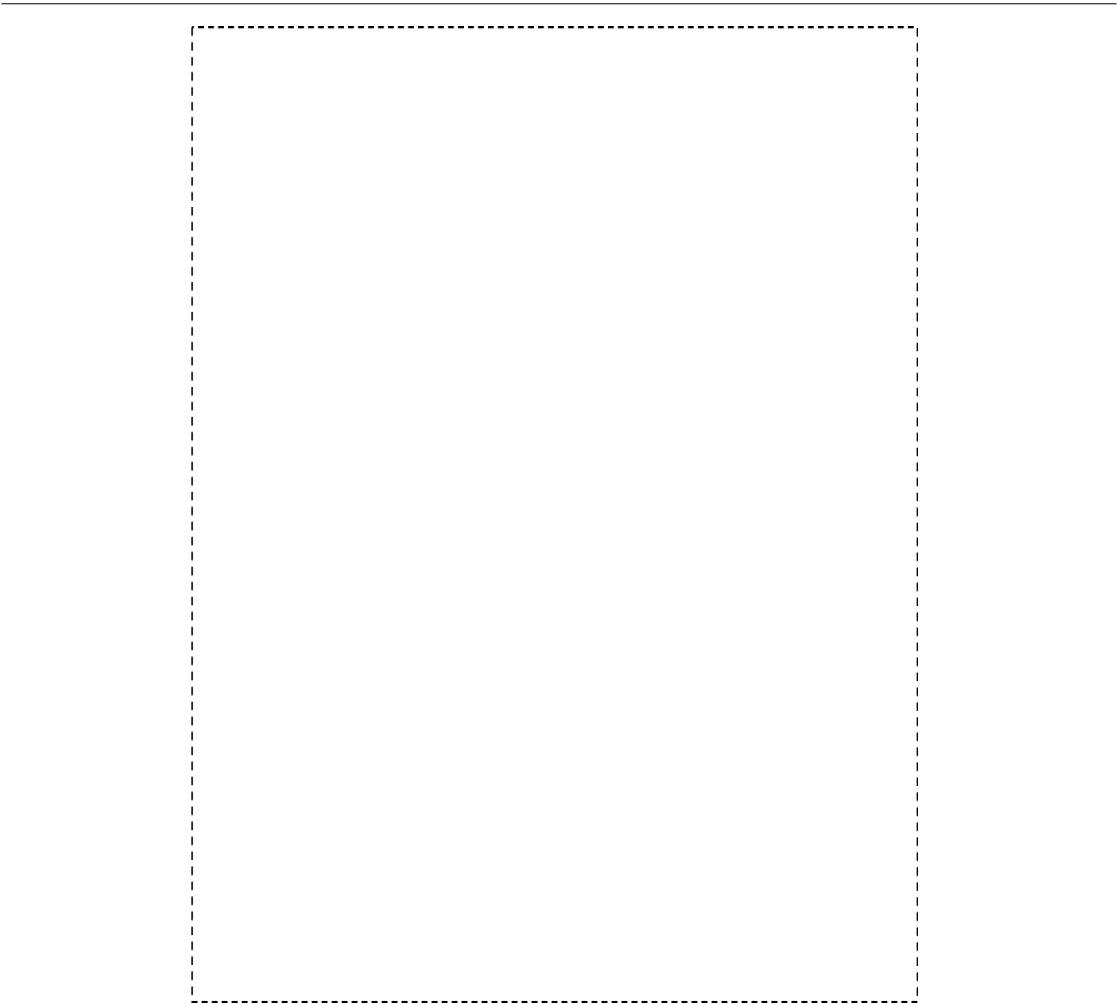


Figure 4.18

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LO 3.4.2		LO 4.6.2	
LO 4.5.1		LO 6.3.1	

Table 4.28

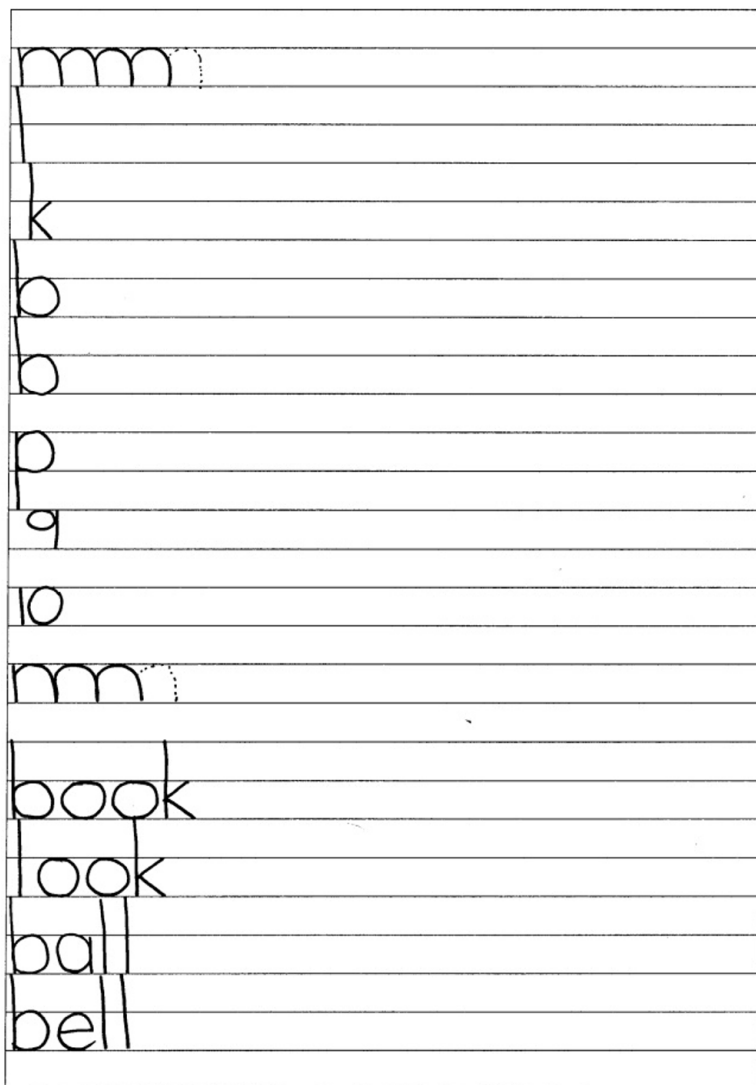


Figure 4.19

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 4.29

- Write and draw.

leg		
lion		
ball		
bell		
pipe		

Table 4.30

LO 3.4.3		LO 6.2.1	
----------	--	----------	--

Table 4.31

### 4.5.8 Assessment

**Learning Outcome 1:LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.1:** We know this when the learner listens attentively to instructions and announcements, and responds appropriately;

**Assessment Standard 1.3:** We know this when the learner *listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:*

1.3.4 draws a picture of the story, and writes a few words about it;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

3.4.2 reads own writing and the writing of classmates;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.10 recognises some high-frequency sight words.

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

4.5.1 uses letters to form single words and short sentences;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.2 spells common words correctly;

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.2:** We know this when the learner works with words:

6.2.1 leaves spaces between words;

**Assessment Standard 6.3:** We know this when the learner works with sentences:

6.3.1 writes simple sentences.

## 4.6 Hello, Willy! - What does Willy like? 04<sup>6</sup>

### 4.6.1 ENGLISH HOME LANGUAGE

#### 4.6.2 Hello, Willy!

### 4.6.3 EDUCATOR SECTION

#### 4.6.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

##### 4.6.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The learners get a visit from Willy but many problems will arise.

The techniques and strategies of problem solving are practised.

Polite forms of greeting are practised when the poem is read and acted.

- Phonics: Words with “oo” and “ee” are learnt.
- Writing: Learners now begin to write between narrow lines.

##### 4.6.4.2 Integration of themes

- A healthy environment

Although Willy leaves home to spend a weekend with the learners in there environment, he needs to feel safe, protected and cared for – **Human rights**. Learners can do much to keep their environments clean and free from dangers.

In this module Willy Wop pays a visit to the children. This serves as preparation for the last module when they pay a visit to Willy and all the Wops in the forest. The learners must remember that Willy is much smaller than they are. In the first module Willy’s length is described as being, “just as high as Teacher’s knee”. They are going to plan activities to do with Willy. They will decide which problems Willy will have to cope with in their homes, e.g.: Will he be able to reach doorknobs? Will he be able to eat with a knife and a fork? Where will he sleep?

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<sup>6</sup>This content is available online at <<http://cnx.org/content/m23872/1.1/>>.

In this module writing is done in the lines as examples show. Learners need constant practice in writing between these lines. Their stories are still written on blank paper.

Keep flashing words learned in previous modules, also adding these learned in Module 7.

**4.6.5 Learners discuss the concepts similarities and differences. Pictures out of magazines can be used, e.g. comparing pictures of two cars. What are the similarities? Differences? When they understand these concepts they can do the activity.**

#### 4.6.6 LEARNER SECTION

##### 4.6.7 Content

- Read the words in the fishes.
- Complete the sentences.

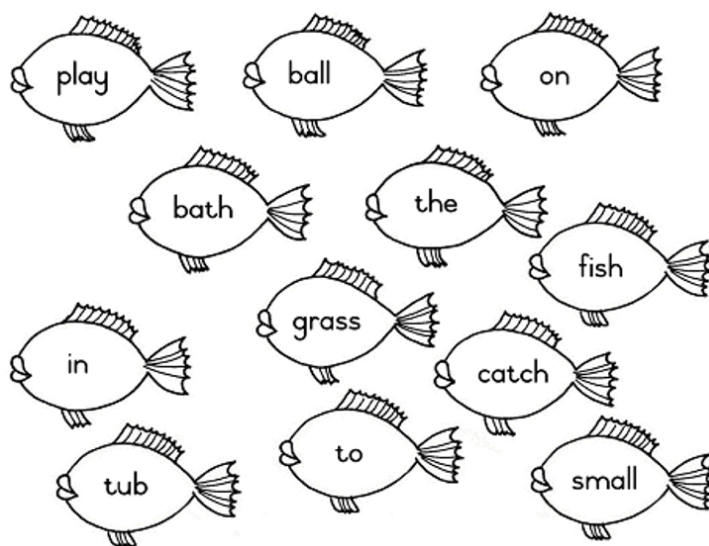


Figure 4.20

- Willy can .....

.....

- Willy baths .....

.....

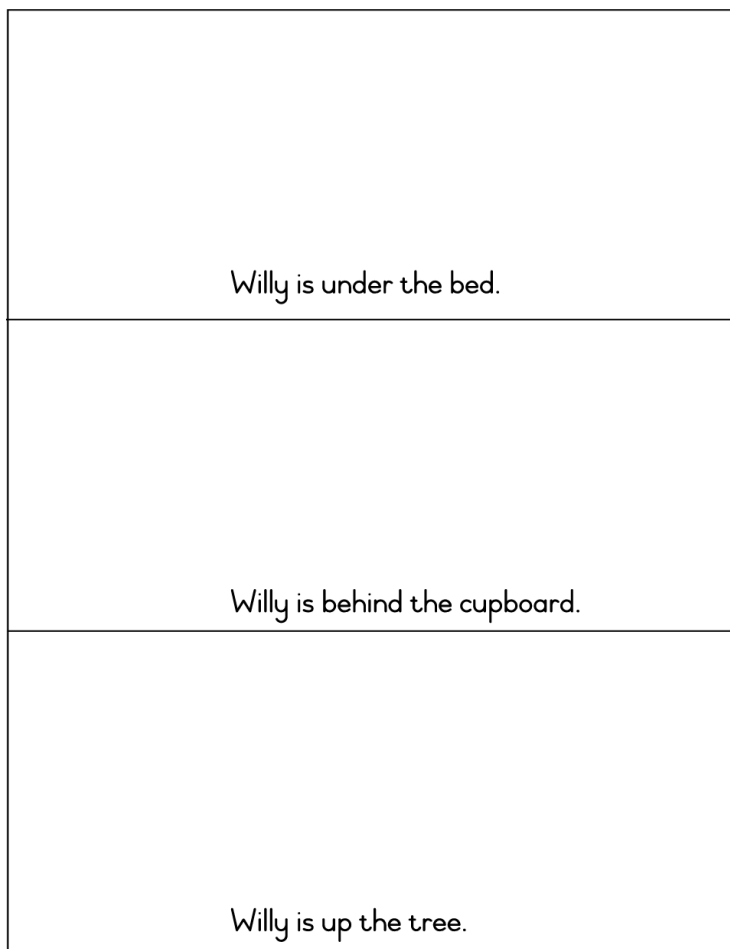
- Willy went .....

.....

LO 3.4.2		LO 4.5.1		LO 4.5.2	
----------	--	----------	--	----------	--

**Table 4.32**

- Draw these pictures.

**Figure 4.21**


---

LO 3.4.1	
----------	--

**Table 4.33**

- Copy the sentences neatly.

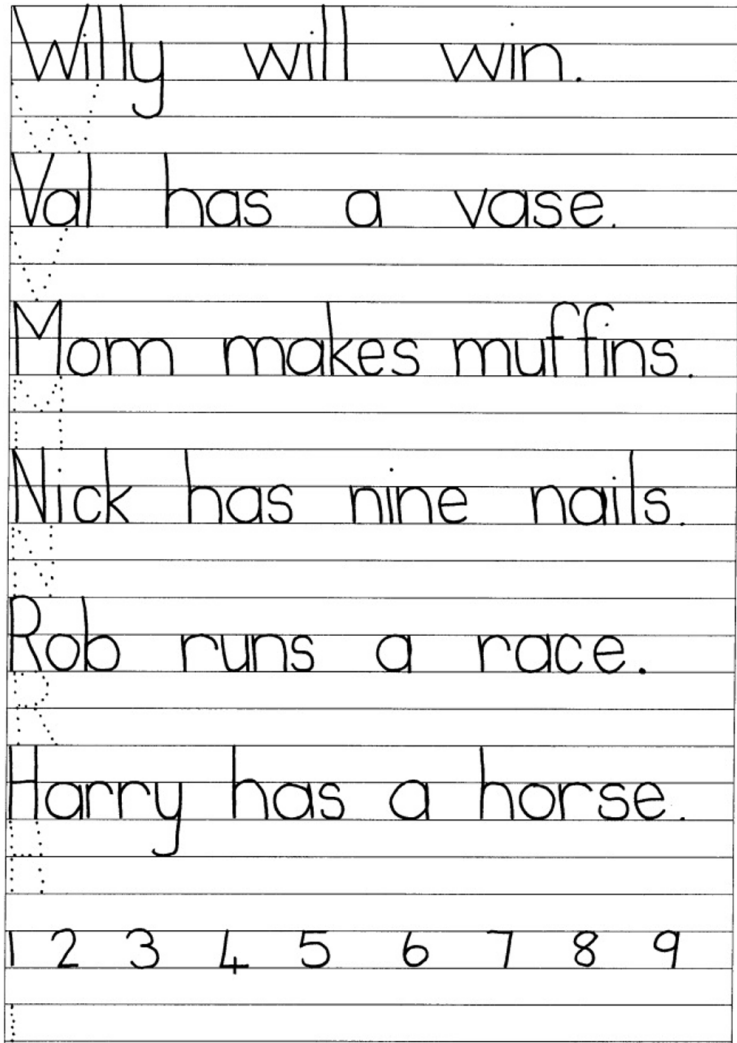


Figure 4.22

LO 4.2	LO 4.3	
--------	--------	--

Table 4.34

4.6.8 Assessment

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:



3.4.1 reads simple written materials for different purposes;

3.4.2 reads own writing and the writing of classmates;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.2:** We know this when the learner does pre-writing;

**Assessment Standard 4.3:** We know this when the learner writes for different purposes;

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

- uses letters to form single words and short sentences;

4.5.2 leaves spaces between words.

## 4.7 Hello, Willy! - Goldilocks<sup>7</sup>

### 4.7.1 ENGLISH HOME LANGUAGE

#### 4.7.2 Hello, Willy!

#### 4.7.3 EDUCATOR SECTION

#### 4.7.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

##### 4.7.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The learners get a visit from Willy but many problems will arise.

The techniques and strategies of problem solving are practised.

Polite forms of greeting are practised when the poem is read and acted.

- Phonics: Words with “oo” and “ee” are learnt.
- Writing: Learners now begin to write between narrow lines.

---

<sup>7</sup>This content is available online at <<http://cnx.org/content/m23874/1.1/>>.

#### 4.7.4.2 Integration of themes

- A healthy environment

Although Willy leaves home to spend a weekend with the learners in there environment, he needs to feel safe, protected and cared for – **Human rights**. Learners can do much to keep their environments clean and free from dangers.

In this module Willy Wop pays a visit to the children. This serves as preparation for the last module when they pay a visit to Willy and all the Wops in the forest. The learners must remember that Willy is much smaller than they are. In the first module Willy's length is described as being, "just as high as Teacher's knee". They are going to plan activities to do with Willy. They will decide which problems Willy will have to cope with in their homes, e.g.: Will he be able to reach doorknobs? Will he be able to eat with a knife and a fork? Where will he sleep?

In this module writing is done in the lines as examples show. Learners need constant practice in writing between these lines. Their stories are still written on blank paper.

Keep flashing words learned in previous modules, also adding these learned in Module 7.

**4.7.5 Learners discuss the concepts similarities and differences. Pictures out of magazines can be used, e.g. comparing pictures of two cars. What are the similarities? Differences? When they understand these concepts they can do the activity.**

#### 4.7.6 LEARNER SECTION

##### 4.7.7 Content

###### 4.7.7.1 Goldilocks

- Listen first.
- Read the story.

Goldilocks went to the house  
of the three bears.  
She tasted the porridge.  
One bowl was too hot.  
One bowl was too cold.  
Baby Bear's porridge was just right.  
She ate it all.  
Goldilocks sat on one chair.  
Too hard!  
She sat on another chair.  
Too soft!  
Baby Bear's chair was just right.  
Baby Bear's chair broke.

LO 3.5.10	
-----------	--

**Table 4.35**

- Listen first.
- Read.

Goldilocks was tired.

One bed was too hard.

One bed was too soft.

Baby Bear's bed was just right.

She fell fast asleep.

The three bears came home.

Daddy Bear was cross.

Mummy Bear was cross.

Baby Bear was cross and began to cry.

Goldilocks woke up.

She was frightened.

She ran home.

- Retell the story to your teacher.

LO 2.7		LO 3.5.10	
--------	--	-----------	--

**Table 4.36**

- Help Goldilocks find her way home.
- Read the words.

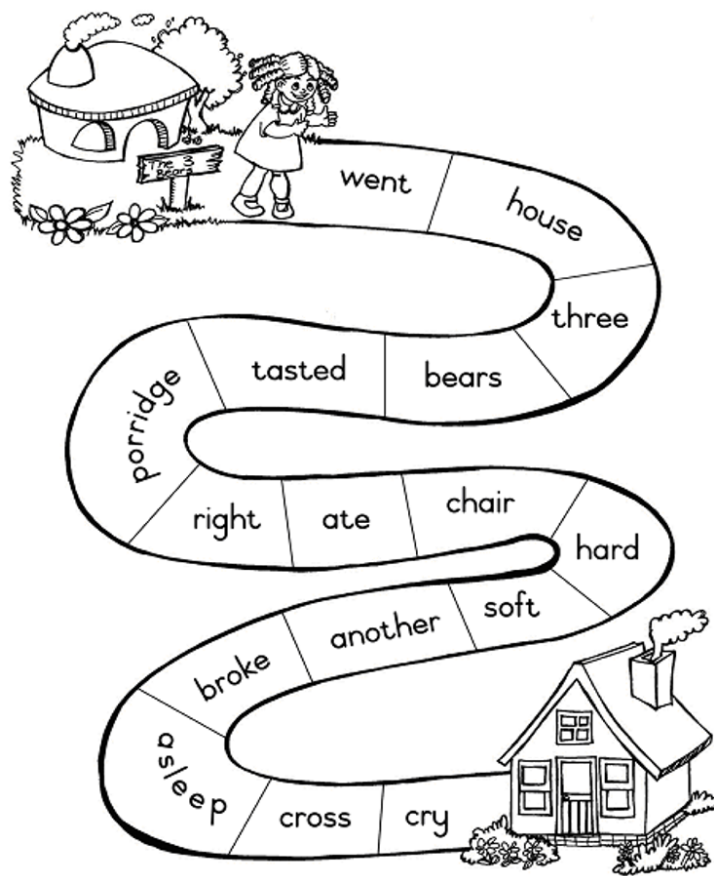


Figure 4.23

LO 3.4.1	LO 3.4.3
----------	----------

Table 4.37

- Find pictures in magazines that match these words.
- Paste them into the blocks.

high	low
thick	thin
big	small
many	a few

Table 4.38

LO 1.1	LO 5.1.1	
--------	----------	--

Table 4.39

### 4.7.8 Assessment

**Learning Outcome 1:LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.1:** We know this when the learner listens attentively to instructions and announcements, and responds appropriately;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.7:** We know this when the learner tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context;

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.10 recognises some high-frequency sight words.

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.1:** We know this when the learner uses language to develop concepts:

5.1.1 demonstrates developing knowledge of concepts such as quantity.

## 4.8 Hello, Willy! - Goldilocks 02<sup>8</sup>

### 4.8.1 ENGLISH HOME LANGUAGE

#### 4.8.2 Hello, Willy!

#### 4.8.3 EDUCATOR SECTION

#### 4.8.4 Memorandum

For the Educator:

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

<sup>8</sup>This content is available online at <<http://cnx.org/content/m23876/1.1/>>.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

#### 4.8.4.1 Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

The learners get a visit from Willy but many problems will arise.

The techniques and strategies of problem solving are practised.

Polite forms of greeting are practised when the poem is read and acted.

- Phonics: Words with “oo” and “ee” are learnt.
- Writing: Learners now begin to write between narrow lines.

#### 4.8.4.2 Integration of themes

- A healthy environment

Although Willy leaves home to spend a weekend with the learners in there environment, he needs to feel safe, protected and cared for – **Human rights**. Learners can do much to keep their environments clean and free from dangers.

In this module Willy Wop pays a visit to the children. This serves as preparation for the last module when they pay a visit to Willy and all the Wops in the forest. The learners must remember that Willy is much smaller than they are. In the first module Willy’s length is described as being, “just as high as Teacher’s knee”. They are going to plan activities to do with Willy. They will decide which problems Willy will have to cope with in their homes, e.g.: Will he be able to reach doorknobs? Will he be able to eat with a knife and a fork? Where will he sleep?

In this module writing is done in the lines as examples show. Learners need constant practice in writing between these lines. Their stories are still written on blank paper.


Keep flashing words learned in previous modules, also adding these learned in Module 7.

**4.8.5 Learners discuss the concepts similarities and differences. Pictures out of magazines can be used, e.g. comparing pictures of two cars. What are the similarities? Differences? When they understand these concepts they can do the activity.**

#### 4.8.6 LEARNER SECTION

##### 4.8.7 Content

- Use counters and a dice.
- Read the words.
- A dot means miss a turn.




Begin here 1	fishing 2	glad 3	ball 4	● 5
catch 10	chase 9	bath 8	teaspoon 7	under 6
behind 11	● 12	turn 13	caught 14	fishpond 15
garden 20	falls 19	plays 18	supper 17	dinner 16
kennel 21	goldfish 22	Gi-Gi 23	● 24	fast 25
here 30	finds 29	soccer 28	goes 27	rugby 26
Bobo 31	eating 32	● 33	television 34	 Finish 35

Figure 4.24

LO 3.4.1	LO 4.6.4
----------	----------

Table 4.40

#### 4.8.7.1 Dictionary page

- Read the words several times.
- Use them in your stories.
- Keep this page in your file.

here	outside	grass	teaspoon
bath	caught	goldfish	ball
behind	falls	fishpond	kennel
tired	cry	home	frightened
cross	asleep	broke	chair
ate	tasted	porridge	bears

**Table 4.41**

- Tick one block only.

1. I can read all the words. ☐
2. I can read most of the words. ☐
3. I can read only a few words. ☐

**Figure 4.25**

LO 3.4.1		LO 4.6.4	
----------	--	----------	--

**Table 4.42**

- Draw the picture of Goldilocks and the three bears.
- Write some sentences about your picture.
- Let the words on your “Dictionary page” help you.





**Figure 4.26**



**Figure 4.27**

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LO 4.2.1		LO 4.5.1	
----------	--	----------	--

**Table 4.43**

- Complete the crossword puzzle.

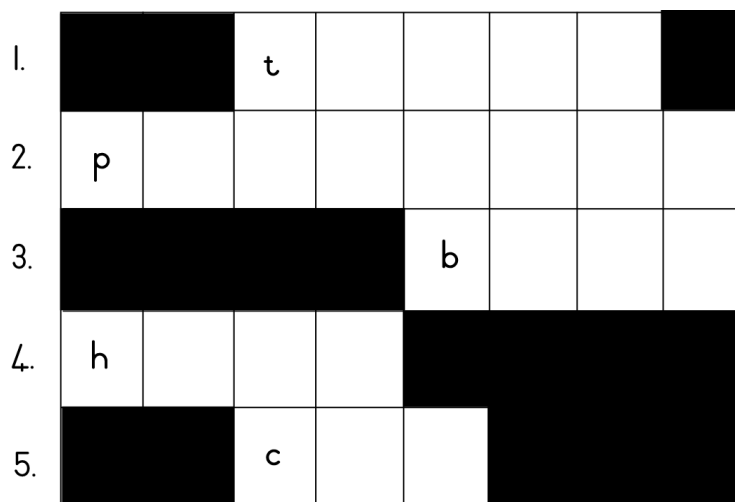


Figure 4.28

1. There were ..... bears.
2. She tasted the .....
3. .... Bear's chair broke.
4. The bears went .....
5. Goldilocks began to.....

LO 4.5.1	LO 5.3.4	
----------	----------	--

Table 4.44

### 4.8.8 Assessment

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

**Learning Outcome 4: WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.2:** We know this when the learner does pre-writing:

4.2.1 creates and uses drawings as a focus for writing;

**Assessment Standard 4.5:** We know this when the learner writes so that others can understand, using writing conventions:

4.5.1 uses letters to form single words and short sentences;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.4 builds own word bank and personal dictionary.

**Learning Outcome 5: THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.3:** We know this when the learner uses language to investigate and explore: 5.3.4 solves picture and word puzzles.

## 4.9 Pleased to meet you! 01<sup>9</sup>

### 4.9.1 ENGLISH HOME LANGUAGE

#### 4.9.2 Pleased to meet you!

### 4.9.3 EDUCATOR SECTION

#### 4.9.4 Memorandum

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

In this last module the learners visit Willy in the forest. Much discussion will take place when learners decide.

They will spend time with the Wops in the forest.

- Phonics: Words with **sh**, **ch** and **ck** are learnt.
- Writing in narrow lines is continued.

#### Integration of themes

The learners visit the forest and come into contact with the Wops and the Toobies who live different lives. They are made aware of different cultures who have the right to be respected. **Social Justice** living so close to nature, the Wops teach the learners how to care for the **environment**.

For the Educator:

In module 8 the learners go on an imaginary visit to Willy Wop and his friends in the forest.

Learners write their own stories. These can be stapled together in a book and the learners can read them to the class. They can be encouraged to identify their mistakes and to correct these. They can make use of their "Dictionary and Vocabulary Pages" which they have kept in their files. Stories are still written on blank paper.

In this module the last of the letters in this ruling is introduced and practised.

---

<sup>9</sup>This content is available online at <<http://cnx.org/content/m23879/1.1/>>.

Learners should be encouraged to read a wide variety of easy readers - non-fiction as well as fiction. They should be encouraged to visit the library regularly.

### 4.9.5 LEARNER SECTION

#### 4.9.6 Content

- Listen to the poem.
- Read it with your teacher.
- Sound the words you don't know.

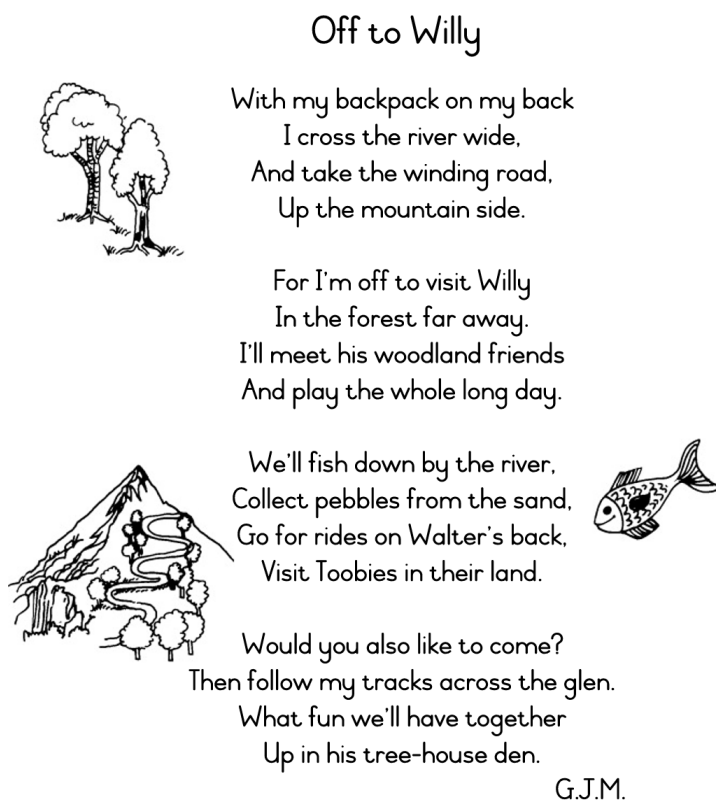


Figure 4.29

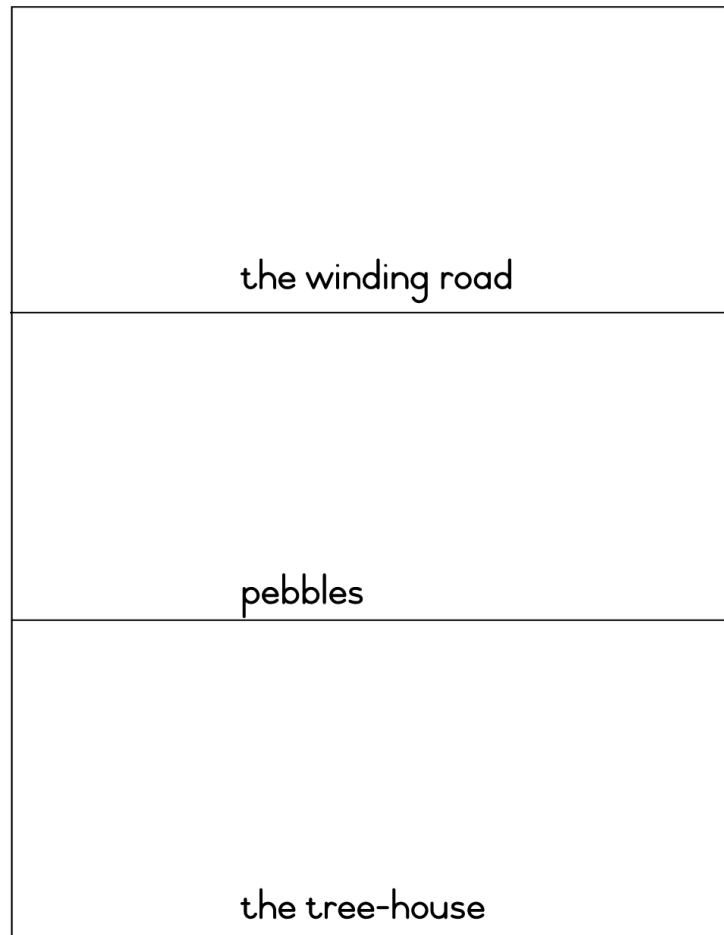
G.J.M.

LO 1.3		LO 2.7		LO 3.3.1	
--------	--	--------	--	----------	--

Table 4.45

- What is the poem about?

- How will we get to Willy?
- Draw:



**Figure 4.30**

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LO 1.1		LO 1.3.4		LO 1.3.8		LO 3.4.1	
--------	--	----------	--	----------	--	----------	--

**Table 4.46**

- Tell the class about the games you and Willy played when he came to visit you.
- Now you are going to visit Willy. You are going to meet his friends and family.
- Listen carefully to the story.

**4.9.6.1 Pleased to meet you.**

Mom said you could visit Willy Wop in the forest. You have been looking forward to this visit for a long time. You and Willy Wop had such fun when he came to visit you. You have heard many stories about the woodland friends and you have seen what the Wops look like. You have seen pictures of the forest, the creatures in the forest, the tree house where Willy Wop lives and you have met his family in the pictures too. Can you remember their names? Now you are going to meet them all. Remember to say, “Pleased to meet you” when Willy introduces you to everyone. They are just as excited as you are. You are their first visitor from the outside world.

- Talk about the people in Willy’s family.
- Tell your teacher how Willy is different from you.
- Sit in a circle: Introduce yourself to a friend. Shake hands and say, “Pleased to meet you.”

LO 1.3		LO 1.3.6		LO 2.9.4		LO 5.2.4	
--------	--	----------	--	----------	--	----------	--

**Table 4.47**

- Write carefully and correctly. Decorate the pattern.

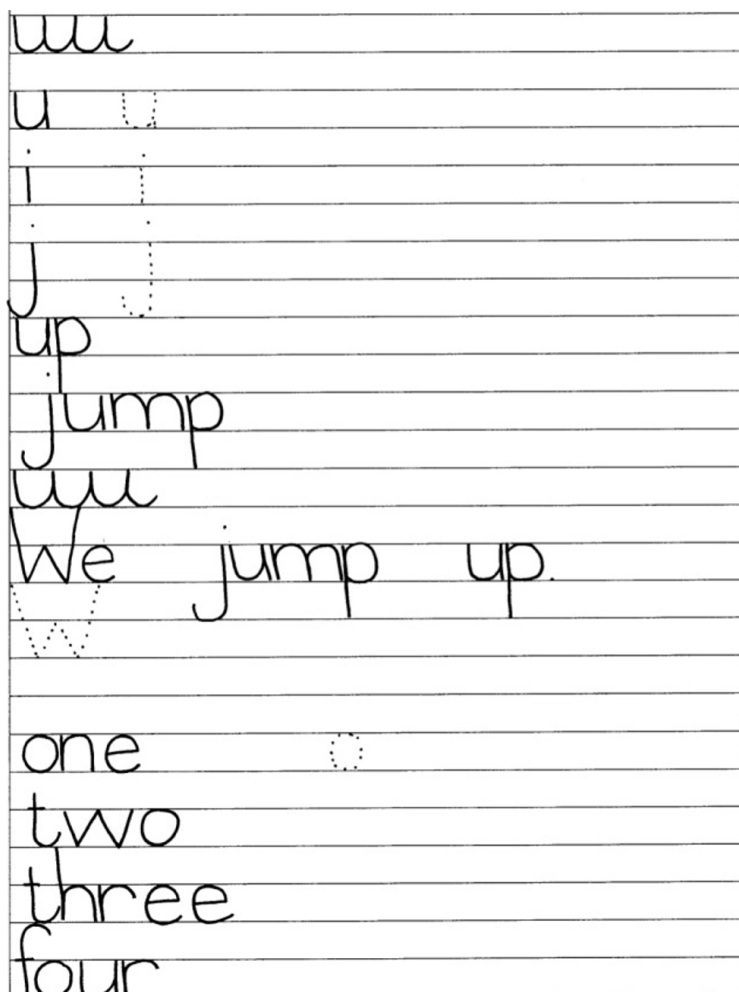


Figure 4.31

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 4.48

#### 4.9.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.1:** We know this when the learner listens attentively to instructions and announcements, and responds appropriately;

**Assessment Standard 1.3:** We know this when the learner *listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:*

1.3.4 draws a picture of the story, and writes a few words about it;

1.3.6 draws a picture of the story, and writes a few words about it;

1.3.8 communicates back the sequence of ideas;

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.7:** We know this when the learner tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary;

**Assessment Standard 2.9:** We know this when the learner uses appropriate language for different occasions and with different people:

2.9.4 uses various forms of greeting.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.3:** We know this when the learner makes meaning of written text:

3.3.1 reads a story with the teacher and discusses the main idea;

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills;

4.1.3 forms letters of the alphabet successfully;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.2:** We know this when the learner uses language to think and reason:

5.2.4 identifies similarities and differences, using appropriate language;

**Assessment Standard 5.3:** We know this when the learner uses language to investigate and explore.

## 4.10 Pleased to meet you! 02<sup>10</sup>

### 4.10.1 ENGLISH HOME LANGUAGE

### 4.10.2 Pleased to meet you!

### 4.10.3 EDUCATOR SECTION

### 4.10.4 Memorandum

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

<sup>10</sup>This content is available online at <<http://cnx.org/content/m23883/1.1/>>.



In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

In this last module the learners visit Willy in the forest. Much discussion will take place when learners decide.

They will spend time with the Wops in the forest.

- Phonics: Words with **sh**, **ch** and **ck** are learnt.
- Writing in narrow lines is continued.

Integration of themes

The learners visit the forest and come into contact with the Wops and the Toobies who live different lives. They are made aware of different cultures who have the right to be respected. **Social Justice** living so close to nature, the Wops teach the learners how to care for the **environment**.

For the Educator:

In module 8 the learners go on an imaginary visit to Willy Wop and his friends in the forest.

Learners write their own stories. These can be stapled together in a book and the learners can read them to the class. They can be encouraged to identify their mistakes and to correct these. They can make use of their “Dictionary and Vocabulary Pages” which they have kept in their files. Stories are still written on blank paper.

In this module the last of the letters in this ruling is introduced and practised.

Learners should be encouraged to read a wide variety of easy readers - non-fiction as well as fiction. They should be encouraged to visit the library regularly.

#### 4.10.5 LEARNER SECTION

##### 4.10.6 Content

Divide into groups of four.

- Discuss what you and Willy will do in the forest.
- Think up some exciting adventures.
- Write about your feelings as well.
- Were you happy? Excited? Frightened?
- Now write your own story.
- Give it a title.
- Use your dictionary pages in your file.

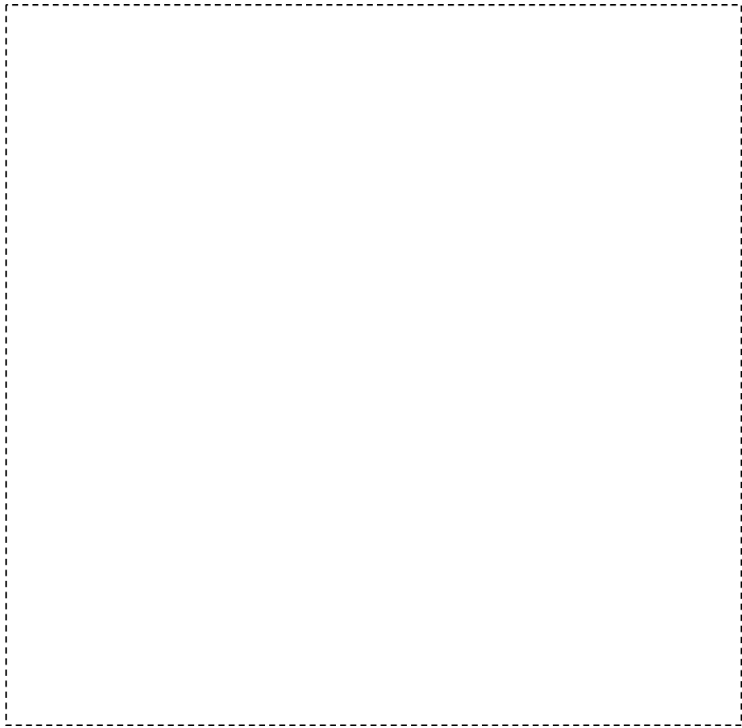


Figure 4.32

LO 3.7		LO 2.2		LO 2.8		LO 4.2.3		LO 6.3.3	
--------	--	--------	--	--------	--	----------	--	----------	--

Table 4.49

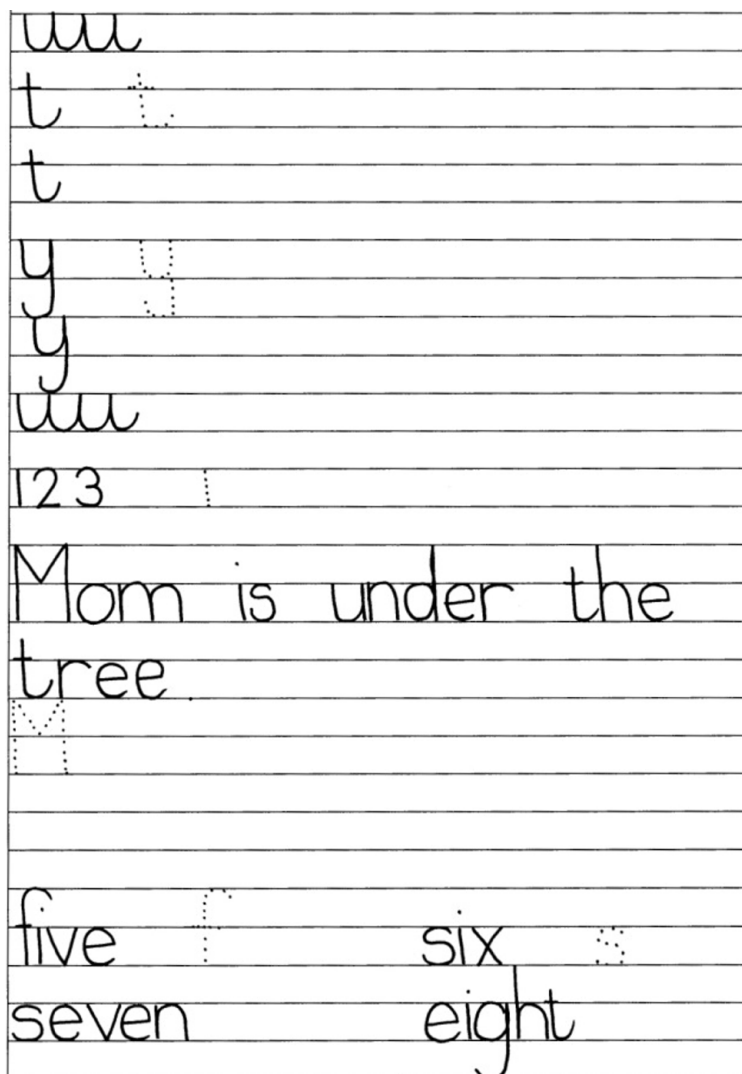


Figure 4.33

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 4.50

Word building

These words begin with *sh* as in ship.

- Sound the words.
- Write the words.

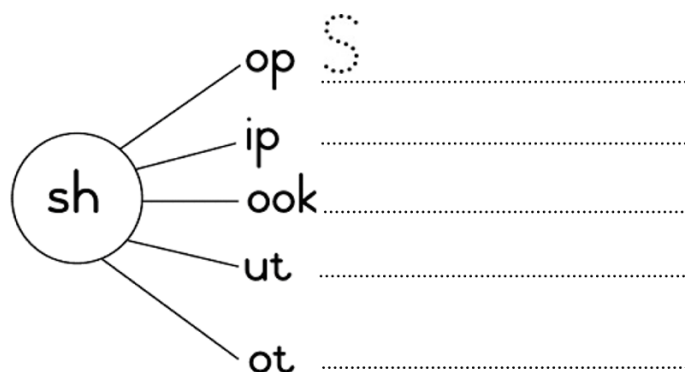


Figure 4.34

- Complete the sentences.

1. The ..... sails on the sea.
2. The man ..... the bird.
3. The wind ..... the leaves.
4. Do not ..... the door.
5. Go to the .....

LO 3.4.3		LO 3.5.9		LO 4.3.7	
----------	--	----------	--	----------	--

Table 4.51

#### 4.10.7 Assessment

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.2:** We know this when the learner communicates ideas using interesting descriptions and action words;

**Assessment Standard 2.8:** We know this when the learner contributes to class and group discussions;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues, context clues, and letter-sound relationships);

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.9 recognises common consonant digraphs (single sounds spelt with two letters) at the beginning and end of words (e.g. sh, th, ch);

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.2:** We know this when the learner does pre-writing;

4.2.3 discusses with classmates topics and ideas for writing;

**Learning Outcome 6:LANGUAGE STRUCTURE AND USE:** The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

**Assessment Standard 6.3:** We know this when the learner works with sentences:

6.3.3 uses nouns, pronouns and prepositions correctly.

## 4.11 Pleased to meet you - Snow White<sup>11</sup>

### 4.11.1 ENGLISH HOME LANGUAGE

#### 4.11.2 Pleased to meet you!

### 4.11.3 EDUCATOR SECTION

#### 4.11.4 Memorandum

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

In this last module the learners visit Willy in the forest. Much discussion will take place when learners decide.

They will spend time with the Wops in the forest.

- Phonics: Words with **sh**, **ch** and **ck** are learnt.
- Writing in narrow lines is continued.

#### Integration of themes

The learners visit the forest and come into contact with the Wops and the Toobies who live different lives. They are made aware of different cultures who have the right to be respected. **Social Justice** living so close to nature, the Wops teach the learners how to care for the **environment**.

#### For the Educator:

In module 8 the learners go on an imaginary visit to Willy Wop and his friends in the forest.

<sup>11</sup>This content is available online at <<http://cnx.org/content/m23886/1.1/>>.

Learners write their own stories. These can be stapled together in a book and the learners can read them to the class. They can be encouraged to identify their mistakes and to correct these. They can make use of their “Dictionary and Vocabulary Pages” which they have kept in their files. Stories are still written on blank paper.

In this module the last of the letters in this ruling is introduced and practised.

Learners should be encouraged to read a wide variety of easy readers - non-fiction as well as fiction. They should be encouraged to visit the library regularly.

Read or tell the class the story of “Snow White” (LO 1.3). Snow White also went into a forest and visited the seven dwarfs.

Discuss the characters in the story and ask the learners to retell the story. (LO 2.7).

Learners can act out the story (LO 2.3).

In an Art class they can paint a picture of the forest, the creatures in the forest and the characters in the story.

When they know the story, they can read the abridged version on the next page.

#### **4.11.5 LEARNER SECTION**

##### **4.11.6 Content**

- Read the story to a friend.
- Read it to your teacher.

##### **4.11.6.1 Snow White and the seven dwarfs - Part 1**

Snow White lived in a castle.

She was beautiful.

Her stepmother was cruel.

She did not like Snow White.

Snow White fled to the forest.

She found the house of the seven dwarfs and stayed with them.

- Draw Snow White with the seven dwarfs.

**Figure 4.35**


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LO 1.3.4		LO 3.4.1	
----------	--	----------	--

**Table 4.52**

- Read the story to a friend.
- Read it to your teacher.

#### **4.11.6.2 Snow White - Part 2**

The cruel stepmother was angry to hear that Snow White was living in the forest.

She gave her a poisoned apple.

Snow White fell down.

A prince saw her.

He picked her up.

The apple fell out of her throat.

The prince married Snow White and they lived happily ever after.

- Follow the footprints to the castle.

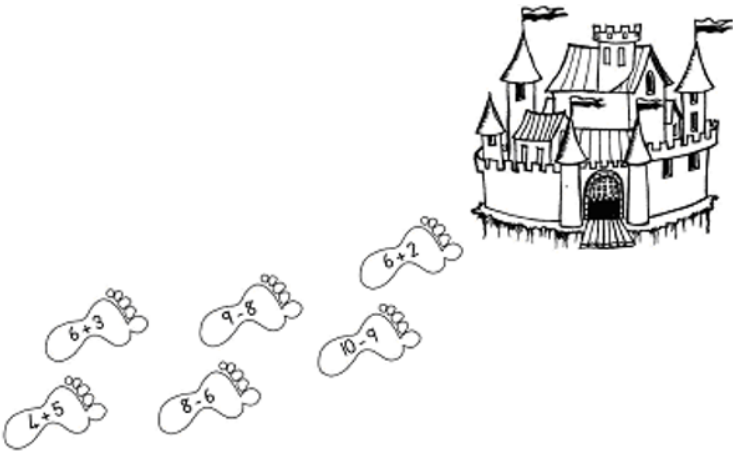


Figure 4.36

LO 3.4.1		LO 5.1.2	
----------	--	----------	--

Table 4.53



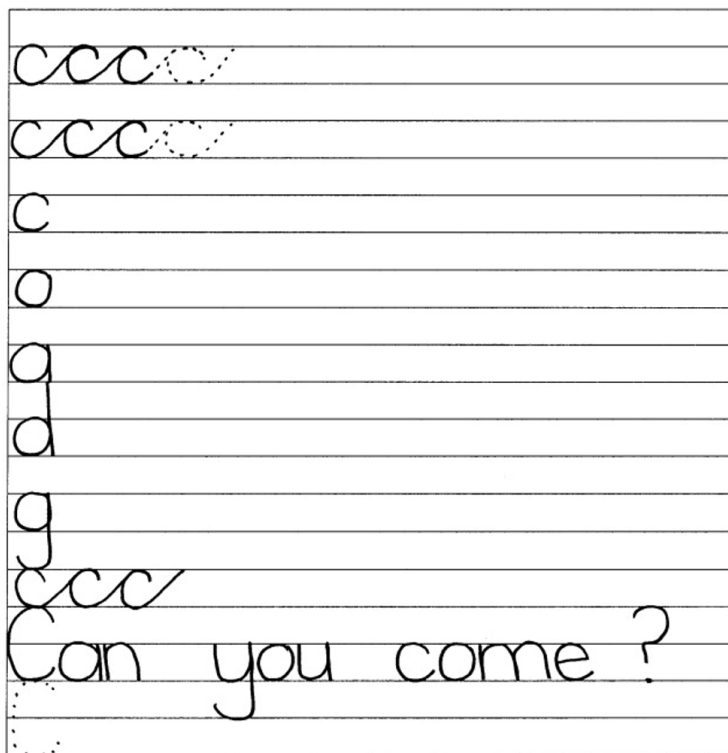


Figure 4.37

- Write the words and draw the pictures.

Backpack  
track

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 4.54

- Find the correct word to write in the blocks.

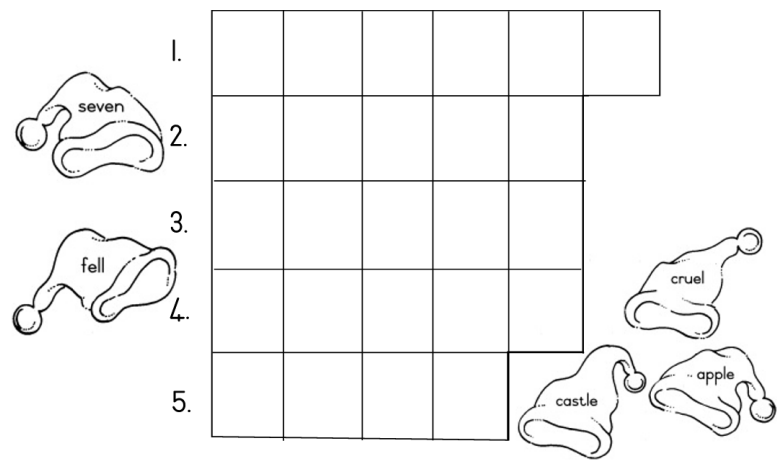


Figure 4.38

- 1. Snow White lived in a .....
- 2. Her stepmother was .....
- 3. There were ..... dwarfs.
- 4. Snow White bit the poisoned .....
- 5. The apple ..... out.

LO 5.3.4	
----------	--

Table 4.55

4.11.7 Assessment

**Learning Outcome 1:LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.3:** We know this when the learner *listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:*

1.3.4 draws a picture of the story, and writes a few words about it;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills;

4.1.3 forms letters of the alphabet successfully;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.1:** We know this when the learner uses language to develop concepts:

5.1.2 understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level;

**Assessment Standard 5.3:** We know this when the learner uses language to investigate and explore.

5.3.4 solves picture and word puzzles.

## 4.12 Pleased to meet you! Word building<sup>12</sup>

### 4.12.1 ENGLISH HOME LANGUAGE

### 4.12.2 Pleased to meet you!

### 4.12.3 EDUCATOR SECTION

### 4.12.4 Memorandum

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

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Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

In this last module the learners visit Willy in the forest. Much discussion will take place when learners decide.

They will spend time with the Wops in the forest.

- Phonics: Words with **sh**, **ch** and **ck** are learnt.
- Writing in narrow lines is continued.

#### Integration of themes

The learners visit the forest and come into contact with the Wops and the Toobies who live different lives. They are made aware of different cultures who have the right to be respected. **Social Justice** living so close to nature, the Wops teach the learners how to care for the **environment**.

For the Educator:

In module 8 the learners go on an imaginary visit to Willy Wop and his friends in the forest.

Learners write their own stories. These can be stapled together in a book and the learners can read them to the class. They can be encouraged to identify their mistakes and to correct these. They can make use of their "Dictionary and Vocabulary Pages" which they have kept in their files. Stories are still written on blank paper.

<sup>12</sup>This content is available online at <<http://cnx.org/content/m23892/1.1/>>.

In this module the last of the letters in this ruling is introduced and practised.

Learners should be encouraged to read a wide variety of easy readers - non-fiction as well as fiction. They should be encouraged to visit the library regularly.

Read or tell the class the story of “Snow White” (LO 1.3). Snow White also went into a forest and visited the seven dwarfs.

Discuss the characters in the story and ask the learners to retell the story. (LO 2.7).

Learners can act out the story (LO 2.3).

In an Art class they can paint a picture of the forest, the creatures in the forest and the characters in the story.

When they know the story, they can read the abridged version on the next page.

#### 4.12.5 LEARNER SECTION

#### 4.12.6 Content

##### 4.12.6.1 Word building

- These words end in *sh* as in ship.
- Sound the words.
- Write the words.

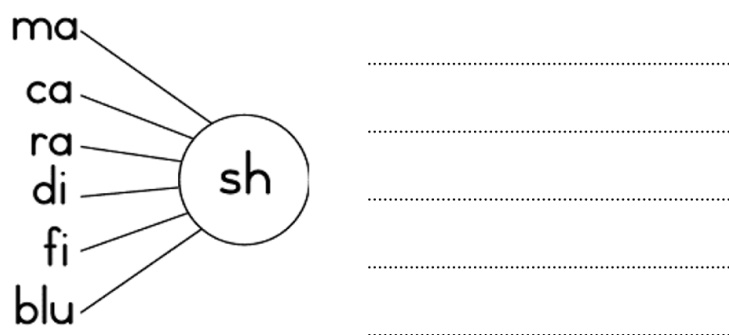


Figure 4.39

- Complete the sentences.

1. He came out in a .....
2. The food is in the .....
3. Mom makes .....
4. Bob will catch a .....
5. Give me my .....

LO 3.4.3		LO 3.5.9		LO 4.6.3		LO 4.3.7	
----------	--	----------	--	----------	--	----------	--

Table 4.56

- Read the riddles.
- Find a word that rhymes with the underlined word.
- Write it in the space.

“Come,” said Willy “I’ll show you the tree house It’s ever so high Reaching up to the .”

- Draw a high tree.
- Draw the tree house in the high tree.
- Draw the rope ladder.
- Draw you and Willy climbing the ladder.



**Figure 4.40**

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LO 1.1		LO 1.4		LO 1.6.2		LO 3.4.1	
--------	--	--------	--	----------	--	----------	--

**Table 4.57**

“Come,” said the frog

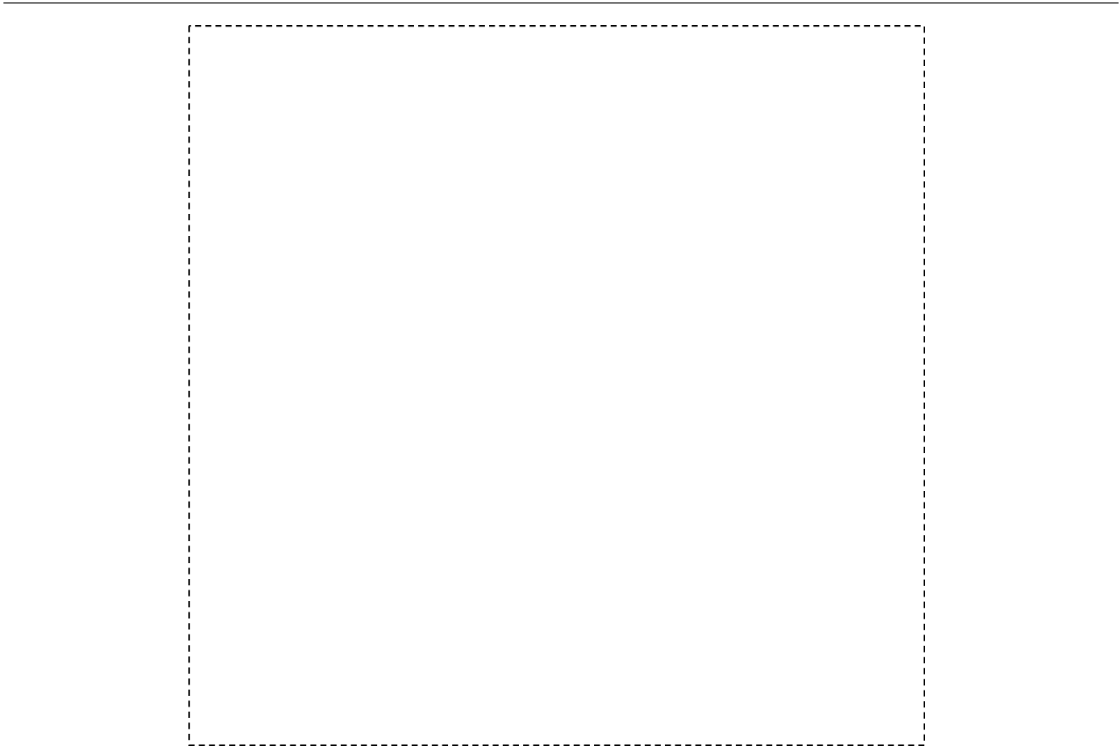
Sitting on a .....

“I’ll catch you a fly

For your little mince .....

Would you like a mince pie made of flies? Give a reason for your answer.

- Draw the river.
- Draw the frog on a log.
- Draw the frog catching a fly.



**Figure 4.41**

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LO 1.1		LO 1.4		LO 1.6.2		LO 3.4.1	
--------	--	--------	--	----------	--	----------	--

**Table 4.58**



Figure 4.42

- Write the words and draw the pictures.

pool  
book  
stool

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 4.59

#### 4.12.7 Assessment

**Learning Outcome 1: LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.1:** We know this when the learner listens attentively to instructions and announcements, and responds appropriately;

**Assessment Standard 1.4:** We know this when the learner listens, enjoys and responds appropriately to riddles and jokes;

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.2 recognises some rhyming words in common rhymes and songs such as ‘We’re going to the zoo, zoo, zoo; you can come too, too, too’.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues, context clues, and letter-sound relationships);

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.9 recognises common consonant diagraphs (single sounds spelt with two letters) at the beginning and end of words (e.g. sh, th, ch);

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.3:** We know this when the learner writes for different purposes:

4.3.7 fills in missing words to complete a sentence;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.3 attempts to spell unfamiliar words using knowledge of phonics.

## 4.13 Pleased to meet you! Word building 02<sup>13</sup>

### 4.13.1 ENGLISH HOME LANGUAGE

### 4.13.2 Pleased to meet you!

### 4.13.3 EDUCATOR SECTION

### 4.13.4 Memorandum

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

<sup>13</sup>This content is available online at <<http://cnx.org/content/m23904/1.1/>>.



Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

In this last module the learners visit Willy in the forest. Much discussion will take place when learners decide.

They will spend time with the Wops in the forest.

- Phonics: Words with **sh**, **ch** and **ck** are learnt.
- Writing in narrow lines is continued.

Integration of themes

The learners visit the forest and come into contact with the Wops and the Toobies who live different lives. They are made aware of different cultures who have the right to be respected. **Social Justice** living so close to nature, the Wops teach the learners how to care for the **environment**.

For the Educator:

In module 8 the learners go on an imaginary visit to Willy Wop and his friends in the forest.

Learners write their own stories. These can be stapled together in a book and the learners can read them to the class. They can be encouraged to identify their mistakes and to correct these. They can make use of their “Dictionary and Vocabulary Pages” which they have kept in their files. Stories are still written on blank paper.

In this module the last of the letters in this ruling is introduced and practised.

Learners should be encouraged to read a wide variety of easy readers - non-fiction as well as fiction. They should be encouraged to visit the library regularly.

Read or tell the class the story of “Snow White” (LO 1.3). Snow White also went into a forest and visited the seven dwarfs.

Discuss the characters in the story and ask the learners to retell the story. (LO 2.7).

Learners can act out the story (LO 2.3).

In an Art class they can paint a picture of the forest, the creatures in the forest and the characters in the story.

When they know the story, they can read the abridged version on the next page.

### 4.13.5 LEARNER SECTION

#### 4.13.6 Content

##### 4.13.6.1 Word building

- These words begin with *ch* as in chap.
- Sound the words.
- Write the words.

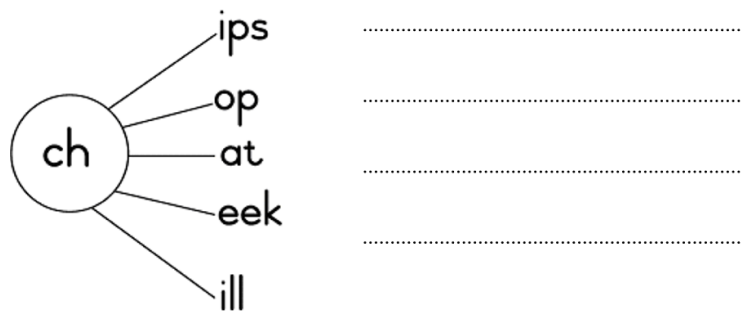


Figure 4.43

- Complete the sentences.

1. I will ..... the wood.
2. Mom will fry the .....
3. She will ..... to her friend.
4. Do not scratch your .....

LO 3.4.3		LO 3.5.9		LO 4.3.7	
----------	--	----------	--	----------	--

Table 4.60

“Come,” said Baby  
 “There are pancakes for tea  
 Four for you  
 And four for ..... .”

- Draw the forest.
- Draw the Wops and you having a picnic.
- Draw baby with four pancakes.
- Draw a picture of you with four pancakes.



Figure 4.44

LO 1.1		LO 1.4		LO 1.6.2		LO 3.4.1	
--------	--	--------	--	----------	--	----------	--

Table 4.61

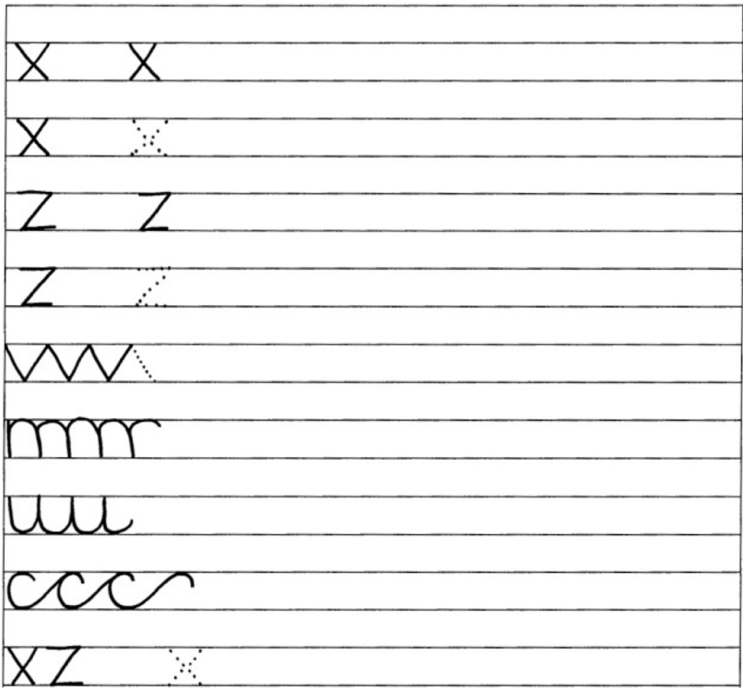


Figure 4.45

- Write the words and draw the pictures.

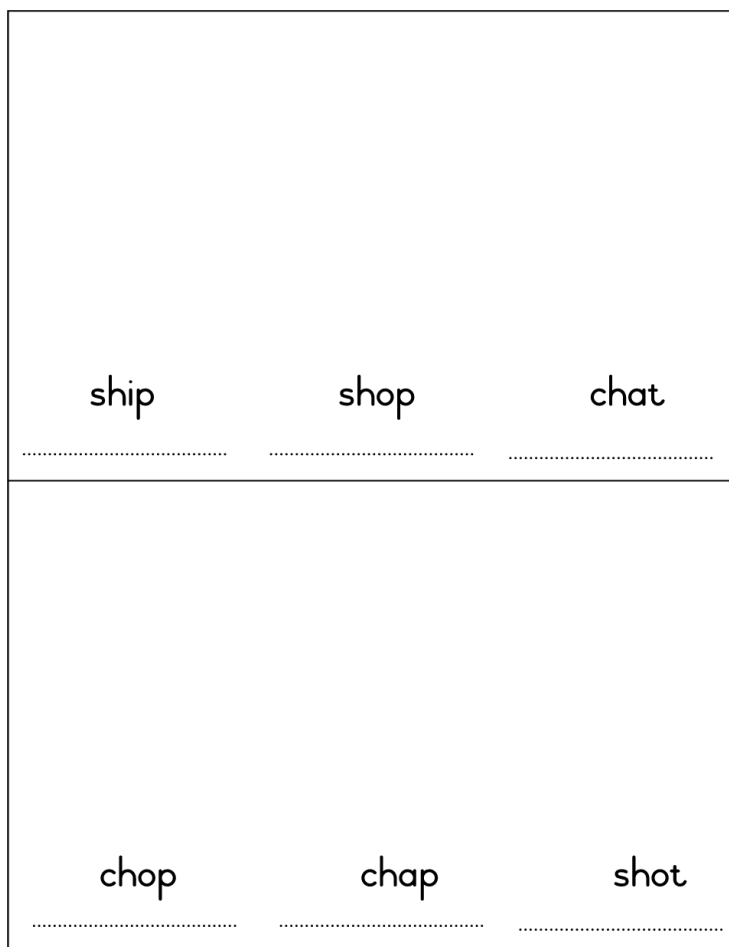
ship  
ships  
chap  
chaps

LO 4.1.1		LO 4.1.2		LO 4.1.3	
----------	--	----------	--	----------	--

Table 4.62

Sound the word.

- Write the word.
- Draw the picture.



**Figure 4.46**

---

LO 3.4.3		LO 4.6.2	
----------	--	----------	--

**Table 4.63**

#### 4.13.7 Assessment

**Learning Outcome 1:LISTENING:** The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

**Assessment Standard 1.1:** We know this when the learner listens attentively to instructions and announcements, and responds appropriately;

**Assessment Standard 1.4:** We know this when the learner listens, enjoys and responds appropriately to riddles and jokes;

**Assessment Standard 1.6:** We know this when the learner develops phonic awareness:

1.6.2 recognises some rhyming words in common rhymes and songs such as ‘We’re going to the zoo, zoo, zoo; you can come too, too, too’.

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues, context clues, and letter-sound relationships);

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.9 recognises common consonant diagraphs (single sounds spelt with two letters) at the beginning and end of words (e.g. sh, th, ch);

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.1:** We know this when the learner writes with increasing legibility:

4.1.1 manipulates writing tools like crayons and pencils effectively;

4.1.2 develops letter formation and handwriting skills;

4.1.3 forms letters of the alphabet successfully;

**Assessment Standard 4.3:** We know this when the learner writes for different purposes:

4.3.7 fills in missing words to complete a sentence;

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.2 spells common words correctly.

## 4.14 Pleased to meet you! 03<sup>14</sup>

### 4.14.1 ENGLISH HOME LANGUAGE

#### 4.14.2 Pleased to meet you!

### 4.14.3 EDUCATOR SECTION

#### 4.14.4 Memorandum

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

Educators need to remember that many learners in Grade I will not have attended Grade R and consequently skills, strategies and concepts for Grade R will not have been learnt. The educator in Grade I must ensure that these are covered in the work that is done with these learners.

Listening and speaking should form a firm foundation on which to build literacy. The degree to which learners can speak their home language will vary according to circumstances, and educators should be aware of their levels of competence.

Language development is a gradual process and learners need the support of the educator to become increasingly more accurate in the use of their home language.

In Grade I learners become involved in listening to and reading stories, writing for genuine purposes, and learning phonics. The classroom environment should be a place that reflects and encourages all aspects of learning the home language.

Time scheduled for the modules 1 to 8

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<sup>14</sup>This content is available online at <<http://cnx.org/content/m23908/1.1/>>.

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

In this last module the learners visit Willy in the forest. Much discussion will take place when learners decide.

They will spend time with the Wops in the forest.

- Phonics: Words with **sh**, **ch** and **ck** are learnt.
- Writing in narrow lines is continued.

#### Integration of themes

The learners visit the forest and come into contact with the Wops and the Toobies who live different lives. They are made aware of different cultures who have the right to be respected. **Social Justice** living so close to nature, the Wops teach the learners how to care for the **environment**.

For the Educator:

In module 8 the learners go on an imaginary visit to Willy Wop and his friends in the forest.

Learners write their own stories. These can be stapled together in a book and the learners can read them to the class. They can be encouraged to identify their mistakes and to correct these. They can make use of their “Dictionary and Vocabulary Pages” which they have kept in their files. Stories are still written on blank paper.

In this module the last of the letters in this ruling is introduced and practised.

Learners should be encouraged to read a wide variety of easy readers - non-fiction as well as fiction. They should be encouraged to visit the library regularly.

Read or tell the class the story of “Snow White” (LO 1.3). Snow White also went into a forest and visited the seven dwarfs.

Discuss the characters in the story and ask the learners to retell the story. (LO 2.7).

Learners can act out the story (LO 2.3).

In an Art class they can paint a picture of the forest, the creatures in the forest and the characters in the story.

When they know the story, they can read the abridged version on the next page.

Encourage the learners to read the story sums carefully and to say orally what the “story” is about. They must know what they are trying to find out. They can suggest different ways of finding the answers, e.g. by drawing the picture or by using counters, etc.

Question them to see whether they have the insight into the story before trying to solve the problem, e.g. How many pancakes did Mom bake?

How many people are to share the pancakes? etc.

More examples can be given.

### 4.14.5 LEARNER SECTION

#### 4.14.6 Content

1. Mummy made 16 pancakes. She gave Baby, Willy, Daddy and me the same number of pancakes.

How many pancakes did each one get? ..... pancakes

(Draw the plates if you like).



Figure 4.47

- 
2. The Toobies live 10 km from the Wops. I rode on Walter's back for 8km. I had to walk another ..... km to get to the Toobies.  
(Use the number line if you like).

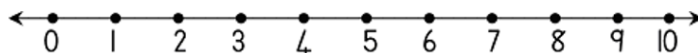


Figure 4.48

3. We travelled to the mall in Mr Mole's underground train. It took us 20 minutes to reach the mall. How long did it take us to go there and back? ..... minutes.

LO 3.4.1		LO 3.5.10		LO 5.1.1	
----------	--	-----------	--	----------	--

Table 4.64

- These words begin with th as in this.
- Sound the word.
- Write the word.



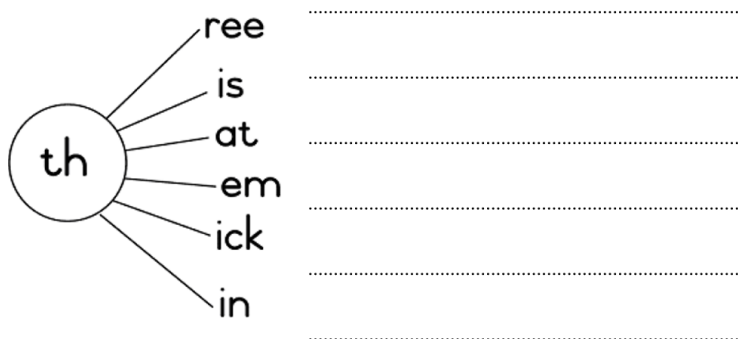


Figure 4.49

- Complete the sentences.

1. .... is my book.
2. Give me ..... pen.
3. She will tell ..... a story.
4. .... or .....
5. Baby can count to .....

LO 3.4.3		LO 3.5.9		LO 4.6.3	
----------	--	----------	--	----------	--

Table 4.65

- Help Snow White to get to the dwarfs' house.
- Take turns with a friend to cross the mountain.
- If you make a mistake you must start from the beginning again.
- The first one to read all the words correctly is the winner.

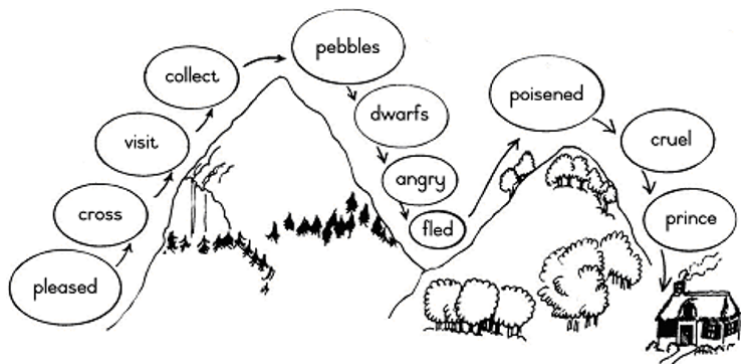


Figure 4.50

- Colour in the cups that you can read.



Figure 4.51

LO 2.4		LO 3.5.10		LO 3.4.1	
--------	--	-----------	--	----------	--

Table 4.66

### 4.14.7 Assessment

**Learning Outcome 2:SPEAKING:** The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

**Assessment Standard 2.4:** We know this when the learner uses language imaginatively for fun and fantasy;

**Learning Outcome 3:READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.1 reads simple written materials for different purposes;

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues, context clues, and letter-sound relationships);

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.9 recognises common consonant diagraphs (single sounds spelt with two letters) at the beginning and end of words (e.g. sh, th, ch);

3.5.10 recognises some high-frequency sight words.

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.3 attempts to spell unfamiliar words using knowledge of phonics;

**Learning Outcome 5:THINKING AND REASONING:** The learner is able to use language to think and reason, and access, process and use information for learning.

**Assessment Standard 5.1:** We know this when the learner uses language to develop concepts:

5.1.1 demonstrates developing knowledge of concepts such as quantity.

## 4.15 Pleased to meet you! Word building 04<sup>15</sup>

### 4.15.1 ENGLISH HOME LANGUAGE

### 4.15.2 Pleased to meet you!

### 4.15.3 EDUCATOR SECTION

### 4.15.4 Memorandum

The adventures of the Wops family are closely related to the experience of every learner in Grade I, boys as well as girls. They may be exposed to a different environment if they live in towns and cities and through the stories become aware of what it is like to live in a forest without the ordinary amenities like running water and electricity.

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Time scheduled for the modules 1 to 8

All learners should complete all eight modules doing approximately two modules per term. Allow the learners to proceed at their own speed.

In this last module the learners visit Willy in the forest. Much discussion will take place when learners decide.

They will spend time with the Wops in the forest.

- Phonics: Words with **sh**, **ch** and **ck** are learnt.
- Writing in narrow lines is continued.

<sup>15</sup>This content is available online at <<http://cnx.org/content/m23914/1.1/>>.

### Integration of themes

The learners visit the forest and come into contact with the Wops and the Toobies who live different lives. They are made aware of different cultures who have the right to be respected. **Social Justice** living so close to nature, the Wops teach the learners how to care for the **environment**.

For the Educator:

In module 8 the learners go on an imaginary visit to Willy Wop and his friends in the forest.

Learners write their own stories. These can be stapled together in a book and the learners can read them to the class. They can be encouraged to identify their mistakes and to correct these. They can make use of their "Dictionary and Vocabulary Pages" which they have kept in their files. Stories are still written on blank paper.

In this module the last of the letters in this ruling is introduced and practised.

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Read or tell the class the story of "Snow White" (LO 1.3). Snow White also went into a forest and visited the seven dwarfs.

Discuss the characters in the story and ask the learners to retell the story. (LO 2.7).

Learners can act out the story (LO 2.3).

In an Art class they can paint a picture of the forest, the creatures in the forest and the characters in the story.

When they know the story, they can read the abridged version on the next page.

### 4.15.5 LEARNER SECTION

#### 4.15.6 Content

- These words end in th as in moth.
- Sound the word.
- Write the word.

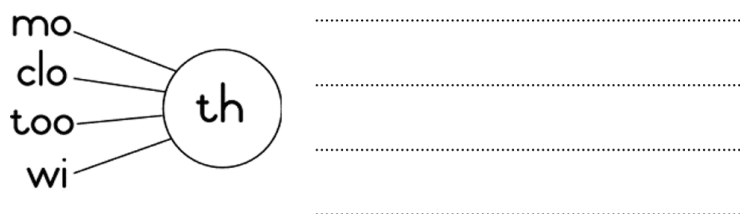


Figure 4.52

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- Complete the sentences.

1. My ..... fell out.
2. A ..... has wings.
3. Come ..... me.
4. Pick up the .....

LO 3.4.3	LO 3.5.9	LO 4.6.3	
----------	----------	----------	--

Table 4.67

- Write the words for these pictures.

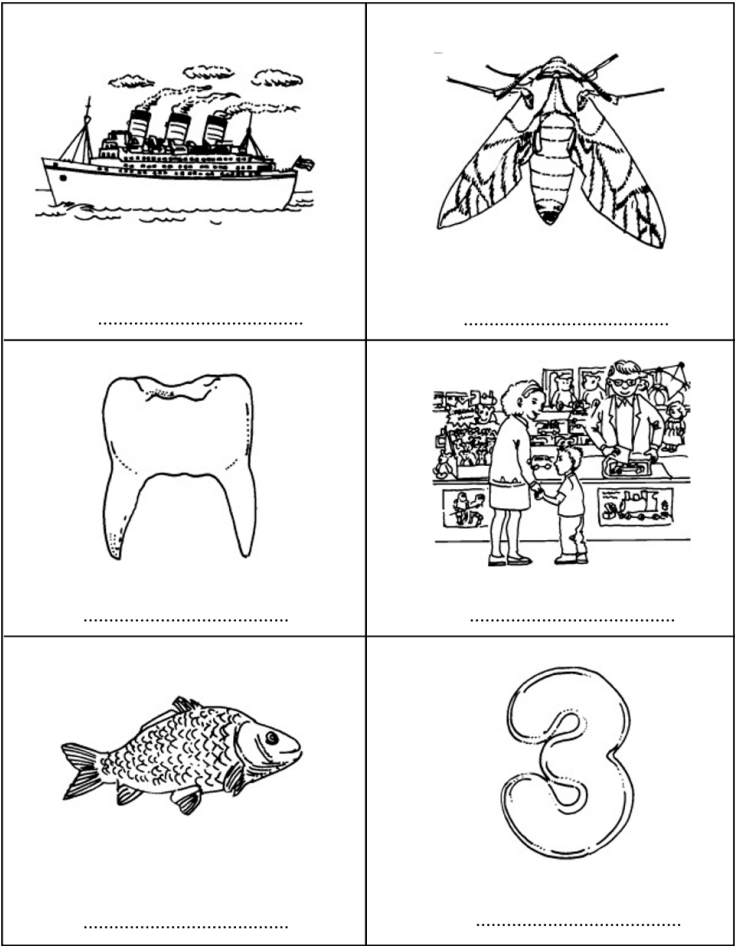


Figure 4.53

LO 3.5.9	LO 4.3.2	LO 4.6.1	
----------	----------	----------	--

Table 4.68

#### 4.15.6.1 Dictionary page

- Read the words.
- Use them in your stories.
- Keep this page in your file.

pleased	meet	backpack	cross	mountain
visit	woodland	whole	collect	pebbles
rides	follow	tracks	glen	together
Snow White	high	reaching	mince	pancakes
castle	beautiful	cruel	stepmother	fled
dwarfs	angry	poisoned	apple	prince
throat	married	happily	travelled	woodland

Table 4.69

- Choose one to colour.



Figure 4.54

LO 4.6.4	
----------	--

Table 4.70

#### 4.15.7 Assessment

**Learning Outcome 3: READING AND VIEWING:** The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

**Assessment Standard 3.4:** We know this when the learner recognises letters and words and makes meaning of written text:

3.4.3 uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues, context clues, and letter-sound relationships);

**Assessment Standard 3.5:** We know this when the learner develops phonic awareness:

3.5.9 recognises common consonant digraphs (single sounds spelt with two letters) at the beginning and end of words (e.g. sh, th, ch);

**Learning Outcome 4:WRITING:** The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

**Assessment Standard 4.3:** We know this when the learner writes for different purposes:

4.3.2 writes simple labels or captions for drawings.

**Assessment Standard 4.6:** We know this when the learner begins to build vocabulary and starts to spell words so that they can be read and understood by others:

4.6.1 writes words that represent familiar people, places and things;

4.6.3 attempts to spell unfamiliar words using knowledge of phonics;

4.6.4 builds own word bank and personal dictionary.

## Index of Keywords and Terms

**Keywords** are listed by the section with that keyword (page numbers are in parentheses). Keywords do not necessarily appear in the text of the page. They are merely associated with that section. *Ex.* apples, § 1.1 (1) **Terms** are referenced by the page they appear on. *Ex.* apples, 1

**A** Add solid lines, § 1.1(1)



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